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ABSTRACT

The focus of this manual is on the step-by-step development of certain study skills related to the mastery of content-area reading materials. An introduction includes discussion of goals, advice for organizing learning stations, guidelines for a general pretest of skills, a teacher checklist for evaluation of study-skill competencies, and suggestions for activating students and for conducting a study-skills workshop. The major portion of the manual is devoted to the identification of objectives and activities for the following study skills: locating information, selecting information, organizing information, using graphic aids, following directions, and developing flexibility in reading. An appendix for each skill lists additional classroom activities. A list of commercial materials, a cross-reference list of reading skills and workbook pages, and a bibliography complete the volume. (RS)

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Rhode Island Dept. of Education

STUDY SKILLS: THE KEY TO READING IN THE CONTENT AREA

April, 1977

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A Manual for Teachers and Administrators

Concerned with Improving Reading

PREPARED BY A GROUP WORKING WITH

THE RHODE ISLAND STATE RIGHT TO READ PROGRAM

DIVISION OF DEVELOPMENT AND OPERATIONS RHODE ISLAND DEPARTMENT OF EDUCATION

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FORWARD

The National Right to Read Effort emerged in response to a decade of educational queries, assessments, and concerns regarding the reading achievement of American citizens. Throughout the 1960's national studies and regional surveys underscored the severity of the problem and provided ideas as to the reasons for the condition.

The development of a national reading effort was conceptualized in 1969 by former U.S. Commissioner of Education, Dr. James E. Allen Jr., as a realistic response to the well documented reading problem. He noted in his September 23, 1969, speech to the Association of State Boards of Education that, ". . . Those who do not gain the ability to read in the course of their early education, lack a skill necessary to all other areas of learning and are being denied a fundamental educational right - - - the right to read."

The goal of the National Right to Read Effort is to increase functional literacy so that by 1980, 90% of the population, 16 years of age and older, and 99% of those under 16 years of age would possess the reading skills and competencies essential for an effective and productive life. In order to reach this goal, Right to Read was designed as a coordinated endeavor of all segments of society, public and private, professional and non-professional. Right to Read is not a "program" it is a set of processes combining all resources available. At the heart of the Right to Read Effort is a systematic planning strategy implemented at the national, state, and local levels.

The Rhode Island Right to Read Effort began in the Summer of 1973 with four (4) pilot local education agencies (LEA's). As of June 1976 there were 24 LEA's in the program. Six (6) new LEA's will be selected for the 1976-1977 school year.

This particular manual was developed by a team of eight people - - four local Right to Read directors, two reading specialists, and two content area teachers. Particular thanks are due to Elayne Rotmer whose workshop materials served the base for the study skills incorporated in this manual.

The concpet of Content Area Reading was identified as a major need in Rhode Island reading. Consequently, the State Right to Read Effort as part of its service and support function supported the development of a manual on Content Area Reading. The focus of the manual is on the pragmatic step-by-step development and implementation of selected study skills related to the development of Content Area Reading. The purpose of the manual is to assist persons charged with the development of a Content Area Reading, in-service training program to accomplish their task. It is my hope that these materials will be valuable to practitioners in the LEA's and other institutions and agencies charged with improving reading programs.

John C. Pitman
State Director
Right to Read
Rhode Island

STUDY SKILLS: THE KEY TO READING IN THE CONTENT AREAS

INTRODUCTION

This guide has evolved as a result of a need expressed by content area teachers and reading specialists in the state of Rhode Island for assistance in teaching students to read and work independently in the various content areas. After careful analysis of the existing services available in the state for providing teachers with various teaching strategies in the area of content area reading it was felt that the needs of the state could best be served by providing teachers with an in-service program guide for teaching secondary students how to employ study skills through the vehicle of their content area texts.

The guide is arranged in six sections called stations. The workshop leader may conduct a workshop consisting of any number or combination or stations from one to six.

GOALS

Each station is organized so that each workshop, regardless of the number of stations being utilized, can meet the following training goals:

Provide the participants with a rationale for teaching each of the identified study skills.

Provide participants with background information on each identified skill.

Provide suggestions and activities which will enable participants to incorporate identified study skills into their content area teaching.

Improve student's abilities to better process content area assignments.

SELECTED STUDY SKILLS

The selection of the following study skill categories is based on the belief that in order for students to successfully engage in independent study they must be able to locate, select, and organize information; understand graphic representations; follow directions; and be able to adjust their reading modes to suit the set purpose.

Each station is organized around a different category of study skills. The six categories and their components are:

Location of Information -- alphabetizing, use of book parts, various library skills

Selection of Information -- selection of main ideas, identifying pertinent details, making judgments

Organization of Information -- recognizing an author's pattern of organization, outlining, notetaking, summarizing, study methods, budgeting time.

Graphic Aids -- map skills, graph skills and schedules

Following Directions -- verbal and written directions

Developing Flexibility in Reading -- selection of reading rate based on purpose for reading and background knowledge

ORGANIZATION OF STATIONS

Each station includes: (1) a rationale for teaching the identified skills, (2) a description of the skills covered, and (3) a listing of objectives and activities suggested to teach/reinforce the specified skills. In addition, each station contains an appendix describing additional activities which can be made or copied by the workshop leader in order to give participants a broader look at teaching materials and strategies. It is expected that each workshop leader will supplement the activities found in the appendix with personal lesson plans and activities.

PRETESTS

Included at the end of this section of the manual is a guide for the development of a pretest of skills included in stations 1-5. The Content Area teacher should use the student's content material to develop the test. If a teacher wishes more detailed information for a particular study skill station, a more comprehensive pretest may be developed. Examples of this type of pretest are included in the appendix of Station 1 and Station 6. Similar pretests for Stations 2-5 may be developed. Many of the activities included in the station appendices can be used as sample pretest items. Also included at the end of this section of the manual is a teacher checklist that can be used to evaluate the study skill competencies developed in stations 1-6.

GUIDE FOR GENERAL PRETEST

Stations 1-5

Using a basic course textbook, a teacher can find out strengths and weaknesses in the study skill areas. A sample follows as an example.

I. Using Parts of a Book (Station 1) Graphic Aids (Station 3)

Question: How many units are there in the text?
Testing: Checks ability to use table of contents.

Question: On what page can you find information about _____ ?
Testing: Use of index.

Question: Using your text, define the word "_____".
Testing: Use of glossary.

Question: To what political party did _____ belong?
Testing: Use of chart listing above information.

Question: On what page can you find a map of _____ ?
Testing: Use of map listing.

Question: What does the map on page _____ tell you?
Testing: Map reading.

Question: According to the chart on page _____ what is the relationship of _____ to_____ ?
Testing: Chart reading

II. Main Idea (Station 2)

Question: Read section _____ on PP. _____ and tell what the main idea is. Underline the answer from the choices that follow.

a. _____
b. _____
c. _____

Question: Read PP. _____ . Choose the one sentence which states the main idea.
Testing: Main idea.

III. Supportive details (station 2)

Question: Read p. _____ What details support the idea, _____ ?
Select your answer from the following list.
Testing: Recognition of details.

IV. Organizing Information (Station 3)

Question: Make a proper outline of Chapter 3 using the bold face type and other typographical cues.
Testing: Outlining

Question: Read pp. _____ and summarize it.
Testing: Summarizing.

Question: Set up Chapter 6 according to the SQ3R guidelines. (4 any other study method you have taught)
Testing: Use of SQ3R.

Question: Examine two books about _____(select one easy reading and one difficult) and determine rate of reading needed to gather information from each.
Testing: Establishing rate.

VI. Following Directions (Station 4)

Note students ability to take this test without assistance from teacher. This will tell a great deal about his ability to follow directions.

TEACHER CHECKLIST FOR THE

EVALUATION OF STUDY SKILL COMPETENCIES

Name _____ School _____

Grade _____ Date _____

	Excellent	Satisfactory	Needs Attention
1. Shows ability to locate selected details.	_____	_____	_____
2. Recognizes appropriate purposes for reading various materials.	_____	_____	_____
3. Locates topic sentences and main ideas with ease.	_____	_____	_____
4. Shows the ability to take meaningful, well constructed notes.	_____	_____	_____
5. Demonstrates the skill of outlining paragraphs, sections, chapters, and books.	_____	_____	_____
6. Summarizes shorter and longer pieces of written materials without omitting significant segments of information.	_____	_____	_____
7. Follows directions accurately in completing school assignments.	_____	_____	_____
8. Shows profiency in finding information through the use of the table of contents, index, and glossary.	_____	_____	_____
9. Demonstrates ability to use specialized sources such as the "World Almanac".	_____	_____	_____

	Excellent	Satisfactory	Needs Attention
10. Makes use of the various encyclopedias and related source books in finding information.			
11. Recognizes the importance of the card catalogue for locating books and periodicals.			
12. Knows how to skim various reading materials in light of a predetermined purpose.			
13. Discriminates carefully the types of sentences and words to be underlined in a body of notes.			
14. Follows oral directions in a precise manner.			
15. Selects resource materials carefully in light of the purposes of investigation.			
16. Understands how to read maps, graphs, and charts for maximum understanding.			
17. Gains appropriate information from diagrams and figure drawings which are found in social studies and mathematics.			
18. Selects articles carefully on the basis of the amount of factual material available.			
19. Demonstrates ability to follow a sequence of events in a body of material.			
20. Demonstrates the ability to find an author's purpose.			

Cushenbery, D.C., Remedial Reading in the Secondary School, West Nyack, N.Y.: Parker Publishing Company, Inc. 1972. pp. 90-91.

SUGGESTIONS FOR MOTIVATING WORKSHOP PARTICIPANTS

The workshop leader should stress the importance of teaching study skills, the need for establishing purpose before reading, the need for having organizational skills, and the need for developing some techniques that can be used to help students make future use of material read.

Some devices which have been successful include:

1. When a group is noisy and not paying attention, play a tape including 10 sounds, and ask them to list the sounds heard. Replay the tape asking the audience to listen for the 10 sounds and at the conclusion list them. Elicit from the audience the reason for success the second time. (purpose)

2. Without asking the audience what to listen for, play a tape of a selection and ask bizarre questions. Give the audience a second set of similar questions and replay the tape. Elicit reasons for success the second time. (purpose)

3. Show one half of the group a chart containing 15 randomly placed words for 30 seconds . . . the other half of the group a chart containing 15 words in a logically classified order. Ask the two groups to record the words they can remember. Why was one group more successful than the other. (organization)

4. Divide the audience into small groups, appoint a recorder for each. Give them a stimulus word and ask them to feed the recorder any words they think of for 60 seconds. Then ask what they would do with these words if they wanted to use them in a learning experience. (organization)

5. Display a collage. Remove it from view and ask participants what they saw. The fact that different people recall different items, points out the need for setting a common purpose for reading. (purpose)

The group will soon see your plan and you will not have much trouble convincing them that:

Having a purpose for listening, having a purpose for reading, and having an organizational plan enables one to learn better.

NARRATIVE FOR STUDY SCHEMA

The schema on page suggests a procedure for designing and conducting a study skills workshop.

1.0 Recognition of Need - A need could be determined by a formal needs assessment instrument, an informal teacher survey, observation techniques, and/or a committee or group recommendation.

2.0 Designation of a Workshop Leader - After a need has been determined the selection of an individual who can organize and conduct the workshop is the next step. The workshop leader will have three (3) main duties: the selection of workshop station's, the selection of a workshop site, and the selection of participants.

2.1 Selection of Workshop Stations - All six "stations" may be included in the workshop or any of the six that will meet the needs of the participants.

2.1.1 Establishment of Workshop Motivational Techniques - It may be advantageous to reestablish the student need for the type of skills presented in each station. Several devices for motivating participants, are included in this manual.

2.1.2 Gathering information and materials for Workshop Stations - A display of commercial materials now in use in the school, a list of additional commercial materials available for purchase, teacher-made materials, a list of suggested activities, and a bibliography of journal articles and books related to study skills are materials which could be made available to participants.

2.1.3 Reproduction of all materials to be given to Workshop participants - Each participant should receive a copy of the rationale, description of included skills, objectives and activities for each station displayed. The workshop leader may also wish to provide copies of the activities described in the appendices of this paper as well as copies of the listed materials mentioned above (2.1.2).

2.1.4 Ordering and/or preparing any audio/visual aids or special materials - The use of tapes, slides, transparencies, etc. . . . may serve as a means to demonstrate activities or emphasis certain points.

2.1.5 Conduct Workshop

2.2 Selection of Workshop Site - The selection of the workshop site should be based on the numbers involved and the facilities required to adequately accomodate the projected workshop activities.

2.2.1 Determine physical arrangement of stations - The physical arrangement will depend on the number of "stations" included in the workshop, the number of participants and type and amount of materials displayed.

2.3 Selection of Workshop Participants

2.3.1 Develop selection criteria - It may be possible to train all interested personnel. However, if the number must be limited there should be a basis for selection. Some possible criteria are: a set number from each school; all teachers in a department(s) - English, social studies, etc.; teachers or personnel who have a large percentage of slower learners, etc.

2.3.2 Determine number to be served - This will depend upon funds available and the facilities available.

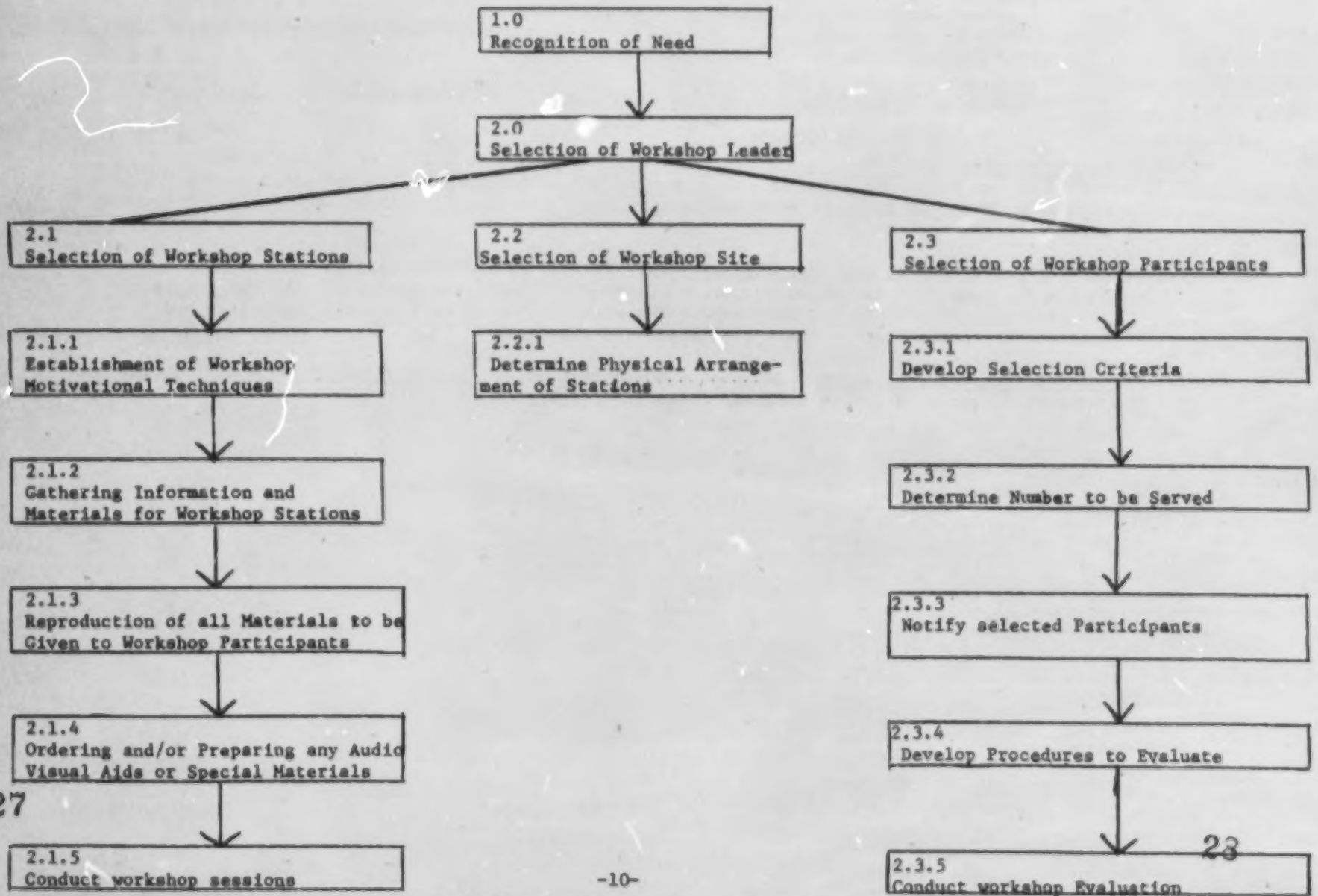
2.3.3 Notify selected participants - It is important that you have a written record so some consideration should be given to the procedure for nocification. You can also use this step to provide participants with information about the workshop and get them thinking about workshop goals.

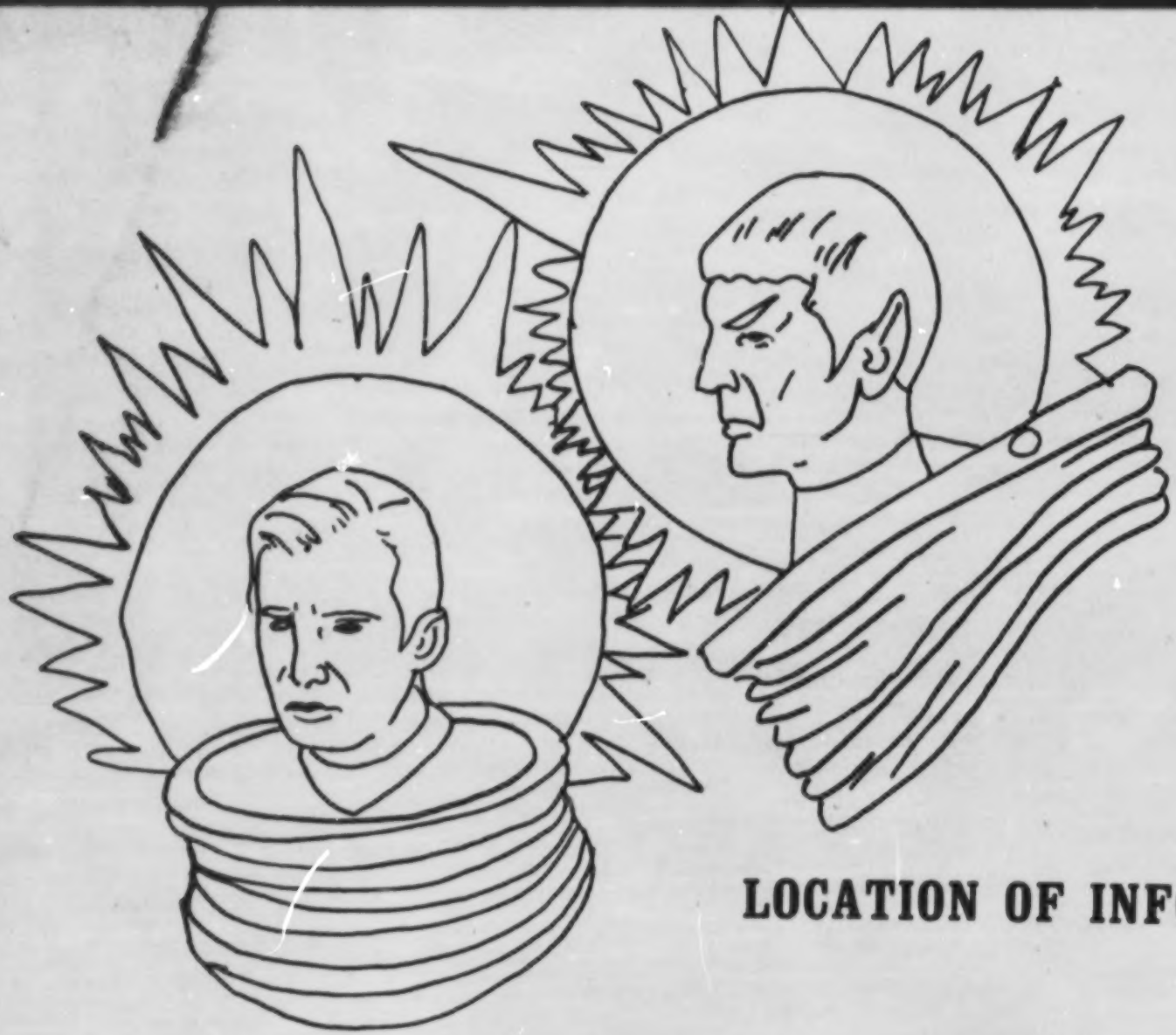
2.3.4 Develop procedures to evaluate the workshop - The important point here is to insure that the evaluation form used is simple to complete, non-threatening and covers all the key points you wish to assess. How did people like the workshop? What were the main strengths and weaknesses? How do participants plan to use information?

2.3.5 Conduct workshop evaluation - Be sure to build in time at the end of the workshop for people to complete and hand in the workshop evaluation form.

SCHEMA FOR SUCCESSFUL IMPLEMENTATION OF A

STUDY SKILLS WORKSHOP





LOCATION OF INFORMATION

STATION I

LOCATION OF INFORMATION

Station 1

Rationale:

The first step toward independent study is the location of information. The student must know what resources are available, how and where to find these resources, and which resources are best for which types of study problems. Therefore, a complete learning station on the location of information has been developed.

Description of Skills:

I. Alphabetizing - All resources are arranged in alphabetical order. Many suggestions are given for learning center activities.

II. Parts of a Book - This topic includes: Preface, Forward, Introduction which explain the organization and scheme of a book; and the Table of Contents which provides a general understanding of the kind of information a book contains in a structured outline form. Also included are: Lists of illustrations, figures, and maps; Chapter headings and Subheadings - student should see relationships among these; Glossary - which requires knowledge of entry words and how to use them; and the Index - which relates specific topics to general ones and gives the pages.

III. Library Skills - This topic includes: Card Catalog - How is it organized? What information does it provide? What is a title, subject, authorcard? What abbreviations are used? What other cross references are referred to? Dewey Decimal System - What is its function? How is it organized?; and Encyclopedias, Dictionaries, Other References, Readers Guide, Who's Who Catalogs, Magazines.

NOTE: Divergent activities should be planned to meet the needs of students with various abilities. Visual, auditory, and manipulative activities should be included. Most important these skills should be continually reinforced in all content areas.

OBJECTIVES AND ACTIVITIES

The objective sheets have been so set up to allow you to: use the suggested activities for starters, and to plug in activities which will meet the needs of your students and your area of specialization. Following the objectives and activities section is an Appendix which contains additional suggested activities.

Alphabetizing

Objectives	Activities
Given a list of words the student will be able to arrange them in alphabetical order	From a pair of content area words the student will determine which comes first and indicate why. Which Comes First? trapazoid or polygon _____ Why? _____ comes before _____
Given a worksheet with letters of the alphabet in clusters with blanks before and after specific letters, the student will fill in what comes before and after a given letter in the alphabet.	Develop activities which involve replacing missing letters here and there for students to complete. Fill in the missing letters: a b c ___ e ___ ___ h.
Given worksheets having the letters of the alphabet included in nonsense words, and syllables, and the letters of the alphabet as a guide, the student goes from left to right finding the letters and circling them in a sequential pattern. (For students with perceptual difficulty.)	

Objectives	Activities
Given a list of words or titles the student will be able to sequence the words in correct order by the 1st, 2nd, or 3rd letter.	Number these words in alphabetical order. ____ ampere ____ alternating current ____ ammeter ____ armature ____ Chemistry ____ Geology ____ Anatomy ____ Astronomy
Dictionary	
Given exercises requiring the use of the dictionary the student will be able to use the guide words in locating words in the dictionary.	Select two words as guide words in a dictionary or glossary. Give the students a list of words and have them indicate if these words would come before or after the given guide words. Directions: Would each of the following words come before, on, or after the page having the guide words drill and drive. Write before or after or on in each blank. drunk _____ drisk _____ drip _____ dope _____ drilling _____ drill press _____
Given a list of dictionary terminology, the student will locate each term in the dictionary and define it.	Consult a dictionary to translate the meaning of the following statement into a well-known proverb. Ex: Vertebrates that flit and have similar plumage congregate. Answer: Birds of a feather flock together.

Objectives	Activities
Given a series of words, the pupil will consult the dictionary to determine how to divide the word into syllables.	
Given an opportunity to study parts of the dictionary, the student will be able to locate the special sections and tell the purpose of each section.	Consult the Biographical Names sections of your dictionary and note the nationality and occupation and the time these famous historical personalities lived. Be prepared to pronounce their names correctly. Aristotle, Caesar, Charlemagne, Rasputin, etc.
Given an assignment the student will make his own dictionary using guide letters or words for each section	Now Music Dictionary - Listen to a song, write down all "contemporary music" words and their meanings on the correct alphabet page.
Given the derivative form of a word, the student will look for its root form as an entry word in the dictionary.	Prepare a series of questions which require knowledge of the meaning of the root word to answer. Underline the root word, circle the prefixes and suffixes, and answer the question. If the prime minister handled the tension undiplomatically, was the tension in the Middle East eased? un diplomat ic cal ly - no.
Given a list of words the student will distinguish acceptable current usage from obsolete, archaic, slang, dialectal, and colloquial usage.	From a list of words that would be classified as obsolete, archaic, slang, dialect, or colloquial have groups discover what type of word it would be classified as using a dictionary. Groups can prepare skits revealing the way the word would be classified. Other classmates guess what type of word it is.

Objectives	Activities
Given a word the student will locate its synonym and antonym in the dictionary.	Time students as they underline a synonym or antonym for each key word. Indicate Time. a) theorem: tangent, base, coincide, postulate (synonym) b) predicate: adjective, verb, noun, subject (antonym) Time _____
Given a list of abbreviations the student will look them up in the dictionary.	Below are some abbreviations you may meet in your reading. Use the dictionary to find the words these abbreviations stand for. Make your own "dictionary of abbreviations". UFO, PS, SRO, VIP, PTA, USSR, UN, SM, MED, DEM, REP answers: unidentified flying object, postscript, standing room only, very important person, Parent Teachers Association, Union of Soviet Socialist Republic, United Nations, small, medicine, medical, medium, Democratic, Republican.
Given a list of words with diacritical markings the student will pronounce the words correctly.	Provide students with a typical pronunciation key. Write a few short messages or sentences using diacritical markings for students to decode using their key. Have them rewrite the sentences using the correct spelling. Students may use this as a code and send messages to one another. Sample: Thə fərst tü di-sī-fər this mes'-ij wil hav nō hōm'wərk tə-nit! Answer: The first to dicipher this message will have no homework tonight.

Objectives

Given teacher prepared exercises the student will translate words spelled phonetically with diacritical marks according to given key.

Given a word with two pronunciations the students will consult the dictionary to select both meaning and pronunciation to fit context.

Given exercises requiring the use of the dictionary the student will be able to identify the most correct meaning for a sentence from the multiple meanings of the defined word.

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Activities

Materials needed: A copy of a typical pronunciation key.

Write a few short messages or sentences using diacritical markings for students to decode using their key. Have them rewrite the sentences using the correct spelling. (Students may use this as a code and send messages to one another.)

The pronunciations and meanings are given for each pair of underlined words. Choose which meaning fits the sentence and how each word should be accented.

a. The launching of the Viking I landing craft was an expensive project.

b. The politician had to project his voice to be heard in the convention hall.

project (proj' ext): a plan
project (pro ject'): to throw forward

Make a list of sentences from the assignment that contain words that have several meanings. Have the words on the bottom of the page with each definition numbered. Students will write the number of the correct meaning at the beginning of the sentence.

Example: _____ 1. A British peer owns the palace.

peer (per), 1. Look at closely. 2. Come partly into view. 3. Equal. 4. Member of English upper class.

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Parts of a Books

Objectives	Activities
Given a table of contents to examine, the student will become familiar with information generally contained in this section.	Ask students to open their textbooks to the Table of Contents and ask them to survey its contents. Ask them to point out things they notice about the table and write them on the board.
Given various books, the student will be able to use the index in his textbook to locate specific information.	Materials needed: a quiet corner, a table containing many kinds of indexes. Procedure: In this corner, place a list of questions which can be answered by using the indexes. The student may choose 10 questions to answer or the teacher may suggest questions fitting the needs and abilities of the student. Each child who uses the corner may add a question.
Given the opportunity, the student will be able to locate and use the glossary and the appendix in completing an assignment.	Devise a crossword puzzle to which answers must be located in either the glossary and/or the appendix.
Given a book having a title page the student will be able to locate the title page and read the information given there.	A discussion should preceed the task. Students should state what they anticipate to find on the title page. After reading it a discussion should be held to see if they were correct.
Given a content area textbook, the student will identify the preface, copyright date, publisher, title, author, table of contents, index, appendix and glossary.	Use a study guide to introduce the students to their book. When the students appear ready the study guides can be taken away. Some students may need a guide for every new text in which they are expected to work.
Given an English anthology, history and science text, the student will list the differences in the format.	A task sheet written with guiding questions will enable the students to direct their attention to those points in which the teacher is concerned.
Given a reference work the student will read the preface and state the author's purpose.	A class discussion of the stated or inferred purpose is one way of aiding students in setting their own purpose for reading.

Objectives	Activities
Given a reference work the student will read and then discuss the value of the preface, table of contents, index, and any other appropriate book part.	Direct the students to locate specific information without consulting the table of contents or index. Then give another topic allowing the use of these book parts in locating the information. Compare the time used to complete each task.
The student will identify the table of contents as an outline of a book and list chapter headings in outline form.	During the introductory stages let the students copy a table of contents using a color code system. Chapter headings, subheadings, and unit headings will all be in different color. By following a color key, students can form a simple outline.

Library

For accomplishment of these objectives a visit to the library is suggested.

Given an author card for a particular book, the student will supply the following information: title of the book, number of pages, name of the publisher, date of publication, and number of the edition.

Given the title and subject matter of a book the pupil will identify the corresponding Dewey Decimal System number.

Given a book the student will locate in the card catalogue its subject, author and title card.

Given a list of library resource material and a set of specific items of information, the student will identify the appropriate source for each item of information, including the dictionary, World Almanac, Telephone Book, and Who's Who.

Materials needed: Corner of the room where students may work with reference material.

Procedure: Ask the students to become familiar with reference materials by browsing in the center for 20-30 minutes during a given 3-4 days. Prepare a list of questions. For each question the students should tell which reference book would privide the most efficient answer. When he has it, he should record the answer.

Use of Encyclopedias

Objectives

Given opportunities, the student will be able to locate specific information in a given encyclopedia by using the guide words which appear at the top of each page.

Given a selection to read the student will be able to determine the word or words to use as key words.

Given a variety of encyclopedias the student will be able to select the appropriate encyclopedias for a given purpose.

Given an opportunity the student will be able to use the encyclopedia index in locating given topics.

The student will locate and compare the same topical information from two or more encyclopedias.

Given an opportunity the student will be able to use encyclopedias in completing given assignments.

Activities

A timed exercise between those using guide words and those who are not can be used to illustrate the importance of their use. The ability to alphabetize is necessary for efficient use of guide words.

Upon completion of the selection the student will write a telegram describing what he read. He will underline the key words in the telegram.

Supply the studetn with a collection of various types of encyclopedias and a task sheet requiring the use of each for answering different questions.

Given a reading selection the student will write a telegram describing the main idea of the selection. He will use the words in the telegram as key words when going to the index.

Students can fill in on a chart the sources from which their information came. Then they compare and note likenesses and differences in the facts collected.

Using a guide the students will work in small groups to complete various reference tasks. The teacher will prepare guides bearing in mind the reading levels and abilities of the students.

LOCATION OF INFORMATION

Station #1

Appendix

This appendix contains additional suggested activities that might be used to develop the skills of this station.

Alphabetical Charades

This game begins with a sentence containing an active verb that can be modified by a series of adverbs. These must be added by each player in turn, in alphabetical order, but in a way that makes sense.

Here is one possible start:

"The Fonz drove his bike _____."

Player 1: Acrobatically
Player 2: Bumpily
Player 3: Carelessly

Before revealing his words, each player, with gestures or pantomine, acts it out, and the other players try to guess what it is, using their clues, the initial letter, and the charade.

Alphabetical Categories

First, make a deck of cards with the alphabet on it. The cards are now shuffled. Then a player draws a card or several cards depending on the number of players. But all cards should be distributed.

Next, a category is announced or agreed upon. It may be anything familiar to the players - things found in a lab., events in U.S. history, a visit to the museum, etc. - and can be made as extensive or as restrictive as desired.

When the game begins, within thirty seconds, the player with the A card must call out a word in the given category beginning with an "A". Then the player with the letter "B" follows and "C" and so forth.

Sample: <u>Ecology</u>

adaptation, biome, conservation, decomposition

Suppose, for example, that ecology is the category. We are on the letter "E", the player scores a point if he calls out in time a word like ecosystem, energy, or environment. Other players, having a little more time to think than the first player, receive credit for only half a point for each word they can add to this. Of course, if the first player is very quick, he can call out more than one correct answer before time is up.

The game proceeds in this fashion, with the players taking turns, drawing cards from the pack.

Which Letter Comes First?

This game is played in groups. Students are called upon at random to state what letter preceeds or follows a given letter of the alphabet. A point is scored if a correct answer is given in 10 seconds. (Sample questions given below)

Team 1: What letter comes after "g"?
Team 2: What letter comes after "c"?
Team 3: What letter comes before "n"?
Team 4: What letter comes before "x"?

What's Missing?

Make a deck of cards with letters on them. These letters should be three, four, or five letters apart from their normal alphabetical position.

Sample:

B_____G	R_____V
N_____S	T_____Y
O_____T	E_____J

These cards should be shuffled. Students are to select one and recite the missing letters in twenty seconds. If he takes more than the time alloted, he scores no points.

Do It By The Seconds.

Students alphabetize book titles according to the second and third letters in a word. Make up a title list such as the following:

Directions: Sometimes it is necessary to look at the second letter of a word to alphabetize titles. Number the titles as they should appear.

_____ Antigone
_____ Alice Doesn't Live Here Anymore.
_____ Art For Art's Sake.
_____ Amos Fortune

_____A Wrinkle In Time

This activity can be done with words beginning with the same first letter.

Guide Words Game

Two guide words, such as combat and council are written on the blackboard. A time limit is given and pupils list as many words as they can think of which would appear between these guide words. Each correct word scores a point. Incorrect words subtract from the score. Pupils can divide into two groups to compete against each other.

Using Guide Words

Explain to students that words in a dictionary can be found easily by using Guide Words. Two Guide Words are printed in heavy black letters at the top of each page. The Guide Word on the left side is the first word on that page. The Guide Word on the right side is the last word listed on the page. Words, found on the page, are listed in alphabetical order beginning with the first Guide Word and ending with the last Guide Word.

Look at the Guide Word at the top of each box. Check each word in the box that will be found on that page in the dictionary.

navigator	Protestant
_____ oasis	_____ Pnyx Hill
_____ obelisk	_____ myth
_____ papyrus	_____ porcelain
_____ sphinx	_____ prophet

Combinations

Make a list of words that need to be arranged in alphabetical order. On the side of this list give two guide words and have students write the word or words that would appear between these guide words.

Directions: Arrange the words on the left in alphabetical order, as they would appear in a glossary. The boxes on the right contain guide words. In each box write one word from your alphabetized list that would be found under the guide word.

dagger	_____
Agora	_____
arch	_____
calico	_____

donjon _____
Essene _____
feudalism _____

abbot	atrium
calendar	damask
enamel	frieze

Say and Match

Make a work sheet which has the phonetic spelling of a word and two definitions aside of it. Instruct the class to sound out the word and pick out the correct definition.

Example: (ster' nəm)
1. the breastbone.
2. a camera.

(ul' nə)
1. zone of radiation.
2. bone in forearm.

Synonym Race

Give each student a glossary or a dictionary. Select some sentences from the current content lesson which includes words which the students need to study. The teacher writes these sentences on the board, underlining the word for which the class is to look up synonyms. The pupils race to see who can supply the most synonyms from their dictionaries.

1. Henry the VIII was not pleased with his subjects.
   1. satisfied
   2. amused
   3. thrilled
   4. delighted

Phonetic Grab Bag

Prepare a set of cards which contain phonetic respellings of some current vocabulary words. For example, your cards might look like this: DEN'DRIT, MI TO'SIS, TRE EST', etc. The number of cards will depend on the number of players.

Shuffle the cards and throw them into a box or bag. Each player then draws a card blindly from the bag when his turn comes, pronounces the word, and spells it correctly. If he misses, the next player gets a chance to spell the same word. When only two or three play this game, a point is scored for each letter of a correctly spelled word. If a larger group plays, those who misspell a word are eliminated, as in a spelling bee, and the one who finally "survives" wins the game.

Words for the game can be taken from those that are frequently mispronounced. This game is a great way to help students learn how to use a phonetic key, or figure out a word without the key.

History Meaning Game

The teacher places on the blackboard a list of names, such as:

Buddha Cartier Jamestown Washington

The students refer to their dictionaries to find the suggested information and tabulate it as follows:

Example:

Name	Date	Information
Buddha	564-483 B. C.	Indian philosopher, etc.

Say It Right

Supply students with a current list of hip phrases and a dictionary. Have them rewrite these phrases into standard English and write down what was wrong with the original phrase.

Sanacore, J. Locating Information: the Process Method. Journal of Reading, 1974, 18 (3), 231-233.

Specific Objective: To provide the student with a specific method that will increase his/her chance of having successful experiences finding information in the reference section of the library.

Procedure: The process method of locating information is an approach in which the student is expected to select a problem and solve it in a contractual format following a structured process.

Steps in the Process Method of Locating Information

A. Problem - The student records the problem he is interested in solving.

B. Analysis and Orientation - The problem is viewed in terms of key words, types of information, and reference tools that might be helpful in finding a solution.

C. Search Strategies - Basic reference sources such as Gates' Guide to the Use of Books and Libraries (McGraw, 1969), Murphy's How and Where to Look It Up (McGraw, 1958), Shores' Basic Reference Sources (American Library Association, 1954), and Winchell's Guide to Reference Books (American Library Association, 1967, plus supplements) are utilized to direct the researcher to specific sources such as handbooks, manuals, dictionaries, almanacs, yearbooks.

D. Location of Information and Citation - The researcher indicates where he found the desired information and notes the specific citation.

E. Process Skills Acquired - Frequently awareness of reference tools is increased during problem solving. The student learns sources may be arranged chronologically as well as alphabetically. The format, scope, authority, treatment, and special features are observed.

WHERE

WOULD

YOU

LOOK ? ? ? ? ? ? ? ? ? ?

Directions: Use the Yellow Pages Telephone Book.
Number your paper 1 through 10.
Write the category under which you would locate the following items and the page numbers.

1. A gold ring for Mom for Mother's Day.
2. A new pair of hockey skates.
3. A television repairman to repair your portable T.V.
4. A Chinese Restaurant.
5. A bouquet of flowers to be sent to your girlfriend on Valentine's Day.
6. A hairstylist to give you a new hair style.
7. Your French poodle wants a hair style too!
8. A pattern and green fabric to make a shirt to match your puple slacks.
9. A bicycle repairman to replace a gear on your 10 speed.
10. Lumber to build a bookcase for your room.

Answer Key: Pages will differ depending on the telephone book used.

1. Jewelers
2. Sporting Goods
3. Television and Radio Service
4. Restaurants
5. Florists
6. Hairdressers
7. Pet Washing and Grooming
8. Fabric Shops
9. Bicycles - Repairing
10. Lumber

Doing Research

When you go to the library to find some information, there are several places you can look. There's the card catalog, with cards for all the books in the library. There's the Reader's Guide to Periodical Literature, which lists articles and stories that have appeared in various magazines and newspapers, such as the New York Times. Encyclopedias give general information on almost every subject. Almanacs are good places to find statistics, dates, and records; and of course, dictionaries tell you many things about words, and atlases are filled with maps.

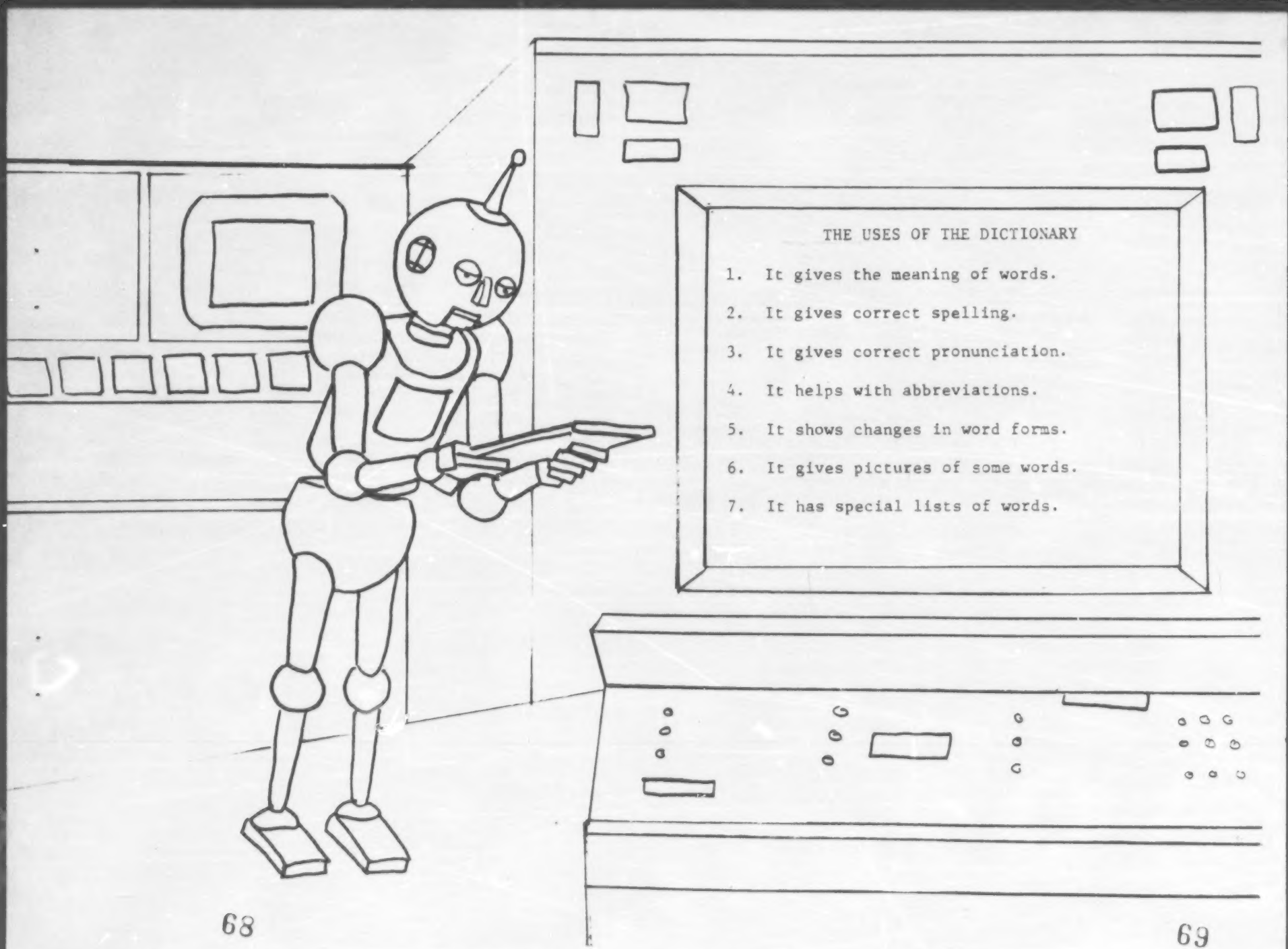
Let's suppose that, after reading the story "Never Bite a Shark," your're interested in finding out about marine life and underwater exploration. Which of these sources would you consult to find answers to the questions that follow? Write the letter of the source in the blank after the question. The first one is done for you.

a. card catalog b. encyclopedia c. Reader's Guide d. almanac

e. dictionary f. atlas

1. How many different kinds of sharks do scientists know about? (B)
2. What are the titles of some good books about underwater exploration? _____
3. Would back issues of Life magazine have any pictures of sharks? _____
4. When you're writing about the Hawaiian Islands, should islands be capitalized? _____
5. How many of Jules Verne's books are about underwater adventures? _____
6. Who are the current Olympic swimming champions? _____
7. What is oceanography? _____
8. What magazines have printed articles recently about skin diving? _____
9. Which is the largest of the Hawaiian Islands? _____
10. Who is the author of the book Moby Dick? _____
11. Which animals do sharks attack? _____
12. How many different kinds of whales are there? _____
13. How is man exploring the oceans and why? _____
14. Where are ocean oil wells being developed? _____

Answers: 1. (b), 2. (a), 3. (c), 4. (e,f), 5. (d), 6. (d), 7. (e), 8. (c), 9. (b,f), 10. (a), 11. (b), 12. (b), 13. (a,b, 14. (b,c)



THE USES OF THE DICTIONARY

1. It gives the meaning of words.
2. It gives correct spelling.
3. It gives correct pronunciation.
4. It helps with abbreviations.
5. It shows changes in word forms.
6. It gives pictures of some words.
7. It has special lists of words.

Station I

Pretest

A pretest like the one on the following pages can be created from any textbook. Simply adapt the questions to fit your text. This test can be used just as it is to determine if students need reinforcement or basic instruction in the skills presented in Station One.

Pretest

This test can be used to determine if students need reinforcement in the skills presented in Station I.

1. **List the letters of the alphabet.**

   _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

   _____ _____ _____ _____ _____ _____ _____ _____ _____ _____ _____

2. **Supply the missing letters.**

   _____ _____ l _____ _____ q _____ _____ _____ i

3. **Arrange these titles in alphabetical order.**

   _____ Boris _____ Bronze Bow _____ Buffalo Bill

   _____ Blottos _____ Be An Engineer

4. **Using the sample table of contents provided, answer the following questions.**

Contents

Unit One. Earth's Earliest People	1
1. The Earth and Early Man	3
2. Life in the Stone Age	14
3. Life in the New Stone Age	21
Unit Two. Centers of Ancient Civilization	39
1. Ancient Egypt	41
2. Early Civilizations in the Tigris-Euphrates Valley	62
3. Early Nations in Asia Minor	84
4. China, an Ancient Land	104
5. The land of India	113

What is the title of Unit I? _____
What is the title of Chapter 4, Unit II? _____
In what chapter would you find information about ancient China? _____

5. Using the sample index provided, answer the following questions.

Index

Adaptations, of animals, 146-149, 159, 161
of plants, 150, 172-178
Air brakes, how they work, 83
Algae, 162
Animals, body temperature, 148-149
food, 150, 151, 152, 305
how they adapt to climate, 146-149, 159
in the Antartic, 152
in the Artic, 146-147, 151
in food chains, 151
one-celled animals, 193 (See Bacteria)

On what page will you find information about animals in the Artic? _____

If you wanted to know how airbrakes work, where would you look? _____

If you did not find the information you were looking for under one-celled animals, where else might you look? _____

6. Using the sample dictionary page provided, answer the following questions.

scrapbook 987 screwball

scrapbook (skrap'book') n.
1. a blank book in which to paste pictures, etc.
2. A personal notebook.
scrape (skrāp) v. scraped, scraping v.t. 1. To rub.

scraper (skra'per) n. 1. One who or that which scrapes. 2. Any instrument used for scraping.
screak (skrēk) v.i. To creak; screech. - n. A screech; also a creak.

2. To remove thus: with off, away, etc. 3. To dig. - v.i. 4. To scrape something. 5. To produce a noise 6. To be very economical. - n. 1. A difficult situation. 2. The act of scraping. - Syn. see PREDICAMENT

screw.ball (skro͞o'bôl') n. 1. In baseball, a pitch thrown with a wrist motion opposed to that used for the outcurve 2. U.S. SLANG An unconventional or erratic person.

Is the word scribble on this page? Why or why not? _____

_____

How is the word scrape used in the following situation?

"He scraped every penny." _____

How do you know where to divide the word screwball into syllables? _____

_____

What is a synonym for the word scrape? _____

What does the letter n mean after the word scraper? _____

What is the meaning of the word screaker? _____

What are the guide words? _____ _____

How would this word be spelled normally (Skrip)? _____

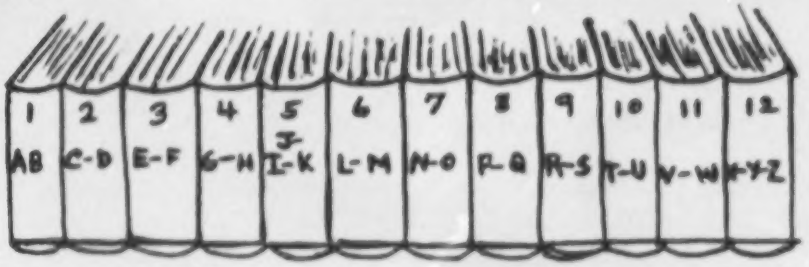
Circle the correct pronunciation and meaning of the word record as it is used in the following sentence.

He played his records.

rek'erd ri.kôrd'

I. An account in written for.
III. An instrument that plays sounds on a phonograph.
III. To make a copy of something.

7. Using the sample encyclopedia, answer the following questions.



In what volume would you find information about Louisiana? _____

How do you know that the life of President Washington will not be found in Volume 2? _____

_____

If you were interested in finding out about DNA, which encyclopedia would provide you with the best information?

World Book Encyclopedia or Encyclopedia of Human Anatomy

78

79

8. Answer the following questions?

How are names arranged in a telephone directory? _____

Name several parts of a newspaper. _____

Are magazines different? _____ How? _____

What are the parts of a book? _____

9. Using the sample card catalogue, answer the following questions.

Water
J551.4 Smith, Frances C.
The First Book Of Water, by F.C. Smith,
Pictures by Mildred Waltrip. Watts, New York,
1959. 69 p., illus., maps.

What is the subject of the book? _____

Who is the author of the book? _____ What is the title? _____

Who illustrated the book? _____

What is the name of the publisher? _____ When and where was it published? _____

_____

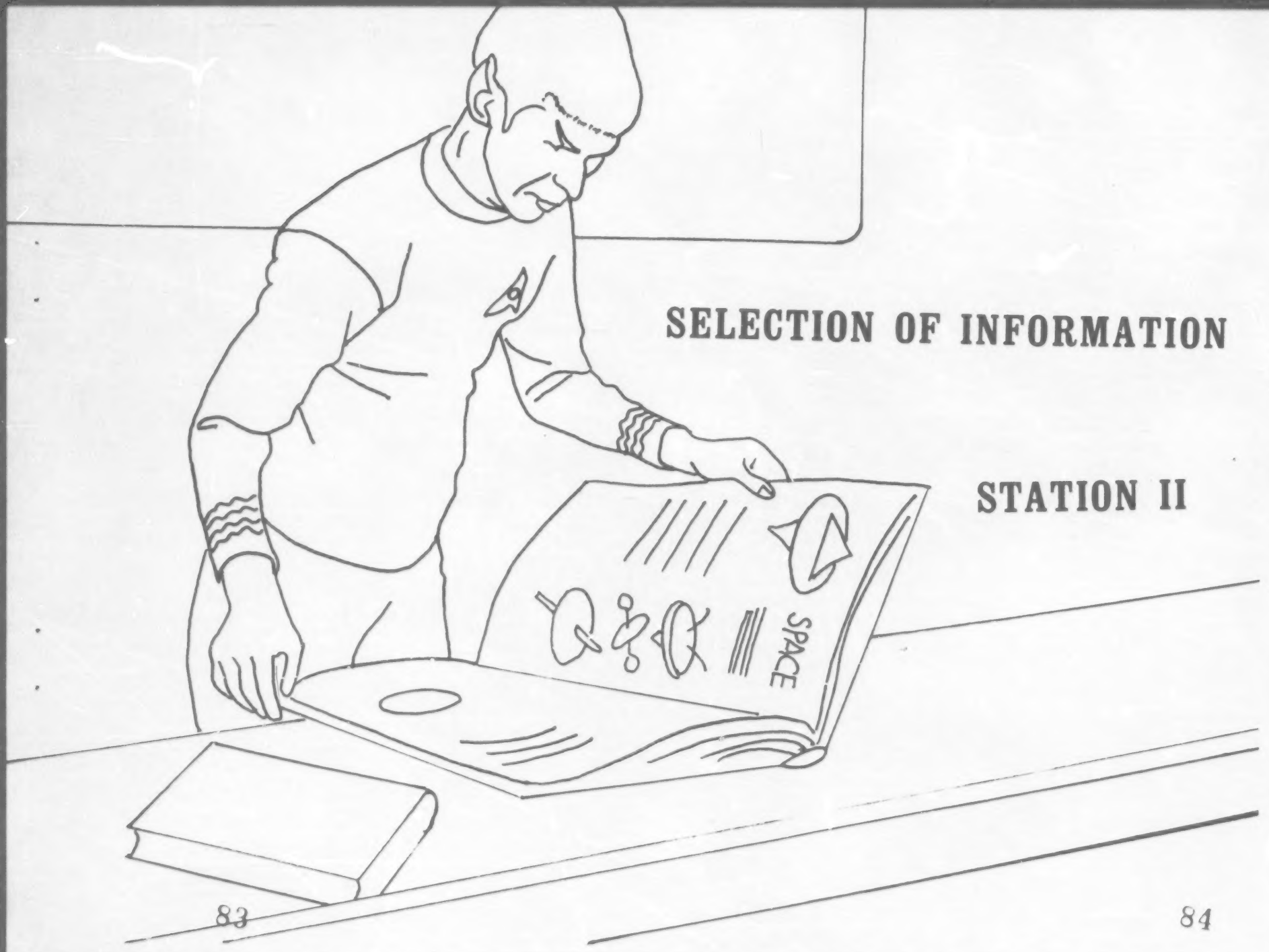
What other information is given? _____

How is it helpful? _____

What is the call number of the book? _____

How are cards arranged in a card catalog? _____

_____



SELECTION OF INFORMATION

STATION II

SELECTION OF INFORMATION

Station 2

Rationale:

Once pupils have learned how to locate information they must learn how to identify and select those portions that provide the needed information.

Description of Skills:

I. Identifying the Main Idea - This topic includes: recognizing and utilizing topic and signal words; organizational patterns of selections; and restating the main idea - students should be able to state the main idea in their own words.

II. Locating Supporting Ideas and Details - This topic includes: selecting details that will answer the questions who, what, when, where, why, and how; selecting the most appropriate details for a given purpose, differentiating relevant details from irrelevant details as they apply to the main idea; and arranging details in logical order.

III. Making Judgements - This topic includes: distinguishing fact from opinion; understanding figurative language; detecting the author's point of view; recognizing implications; making logical inferences; and identifying persuasive techniques.

OBJECTIVES AND ACTIVITIES

The objective sheets have been so set up to allow you to: use the suggested activities for starters, and to plug in activities which will meet the needs of your students and your area of specialization. Following the objectives and activities section is an Appendix which contains additional suggested activities.

Main Idea

Objectives	Activities
Given a sentence the student will underline the topic word or words.	Sentences taken from the content area text should be used so as to teach the content and skill simultaneously.
Given a choice of responses the student will select the one response that best expresses the main idea of a selection.	Students should always be given a purpose in reading. In this case it would be to state the main idea.
Given a selection the student will recognize and select signal words related to classification, sequence, causation and comparison patterns.	Teachers may find it necessary to inform the students first of the organizational pattern of the selection and then ask them to find the word or words that signal that pattern.
Given a selection the students will state the organizational pattern of the selection.	Teachers may find it necessary for a while to point out the signal word to students before asking them for the organizational pattern.
Given a selection the student will state the main idea.	After reading a selection the student could write a telegram to the teacher thereby conveying the main idea. Students should be taught to recognize that the main idea determines the organizational pattern of a selection. If he can recognize the organizational pattern he can state the main idea.

Objectives	Activities
Given a selection in which outcomes have been omitted the student will be able to find the clues that have suggested meaning and express the anticipated outcome.	For students having difficulty with this skill various outcomes of the selection should be offered. Students should be directed to find "clues" in the selection that support or eliminate the choices until only one outcome is left. This could be done orally, by a group or individually. An easier version of this activity is for the teacher to underline the "clues".
Given a selection without its ending the student will predict a likely outcome and state why his prediction is logical.	Students could hold a mock trial to judge endings submitted by students willing to have their material judged by their peers. In defending the logic behind the ending the student should list specific details from the selection.

Locating Ideas and Supporting Details

Given material the student will identify sentences that tell who, what, where, when, why, and how?	Tasks sheets requiring answers to such questions as who, what, where, when, why, and how can be prepared for students. As an aid for those who need assistance the teacher can supply the page numbers and paragraphs in which the answers can be found. (What will happen to rocks that are subjected to set and changeable climates?) (p. 6, par. 8)
The student will recognize and select the detail taken directly from the paragraph that best completes a sentence.	Prior to reading the selection the students should be given the questions they will be required to answer. This way they can better set their purpose for reading.
Given a paragraph the student will select a translation of a detail.	The teacher should select the key concepts necessary for comprehension of the content area to be studied. Summary statements involving these concepts, but not using the technical vocabulary in the text, should be presented to the students. The students will then read the text to find the new vocabulary term for this concept.

Objectives	Activities
Given various auditory, visual, and reading experiences the student will be able to select specific details that apply to the main idea.	Simple outline guides can provide students with assistance in listing details. The main headings should be provided as well as an appropriate number of spaces for the details.
Given various auditory, visual and reading experiences, the student will be able to recall specific details that apply to the main idea.	Students who have difficulty with unaided recall may benefit from having a choice of several details from which to choose. The best strategy for aiding these students is to help them set a purpose for reading.
Given various auditory and/or reading experiences the student will arrange the details in logical order.	Task sheets can be presented to the students in which some of the items or events to be arranged are in order. The order can be cause-effect, chronological, size, or random order but (under a specific topic when more than one topic is given.) The type of order to be used for particular items should be consistent.
Given suitable material, the student will be able to identify the relevant and irrelevant details.	Instruction in this skill could begin by presenting the class with a reading selection from their content area text. After the reading is completed the teacher should lead a class discussion to ascertain the main idea. When the main idea has been stated the teacher should present the class with various details taken from the selection. This may be done either verbally or in written form. The students should be asked whether these details are relevant to the main idea or not. The idea that to be relevant means to support should be emphasized.

Making Judgments

Objectives	Activities
Given a selection the student will be able to recall the correct sequence of events.	Direct the student to read a specific chapter and then list in sequential order a specified number of important events that were reported in the chapter.
Given a selection the student will be able to distinguish fact from opinion.	Have the student read an editorial and make a list of the facts and opinions found in the article.
Given a selection the student will be able to understand figurative language.	
Given a slection the student will be able to detect the author's point of view.	Select two different theatre reviews of the same play and have the student identify the varying points of view between the two authors.
Given a selection the student will be able to recognize implications and make inferences.	
Given a selection the student will be able to identify the following persuasive techniques: bandwagon, testimonial, name calling, transfer, and glittering generality.	Have students write their own commercials using several persuasive techniques and video-tape them. Other members of the group can identify the technique being used.
Given a selection the studen will evaluate the reliability, background, source and purpose of the author.	Create some problem solving questions such as; If the preface of a book about the Civil War states that the author's purpose is to tell an exciting story, can you be sure the book gives accurate information about the Civil War? Why or why not?

Appendix

This appendix contains additional suggested activities that might be used to develop the skills of this station.

Identification of the main idea of a selection will be made more readily once identification of the organizational pattern (cause-effect, comparison, listing, sequence) that the author has used is apparent to the student.

1. To aid in the identification of the organizational pattern of a specific reading selection the teacher can call the "signal words" to the attention of the student by underlining, writing them on the blackboard, or through discussion.

2. Reading assignments can be prepared with attention to "signal words" and punctuation that signal organizational patterns. The following is an excerpt from an assignment prepared in such a manner.

Certain weak points in Black Hawk's character made him an easy prey of his enemies. He was easily flattered, and his enemies boasted loudly of his leadership while they subtly encouraged him into hopeless wars. He was very gullible, seeming unable to tell his friends from his foes. He had a highly romantic nature, and acted often without thinking. But Black Hawk also possessed strong points of character. He showed throughout his entire relations with the white people, manliness of character that forces us to think well of him and his race. Furthermore, he was honest in all his dealing. In addition to these qualities, he showed a military genius during the Black Hawk War that ranks him as one of the most intelligent Indians in history. Above all, he was loyal to his people. Their comfort and safety were his first thought.	What do these words signal? Certain weak points But Furthermore In addition Above all

Black Hawk excerpt taken from Salisbury: Better Work Habits, p. 52

3. Many books have headings and subheadings in dark print. Teach students to turn these headings and subheadings into questions and then read specifically to answer those questions.

4. Bring out the main idea of a paragraph by showing the supporting details in the form of a diagram.

Main Idea	The Civil War...
Supporting Detail	It was fought because...
Supporting Detail	Another reason was .....
Supporting Detail	A third reason was .....
Supporting Detail	The final reason it happened ...

5. Have the pupils underline the sentences in the paragraphs they are to read that best represent the main idea. Make sure that there is a best sentence, and also make sure that the paragraph has a main idea.

6. Selective Reading Guide-O-Rama

A process guide to assist students in distinguishing key ideas from supportive evidence and major points from minor points.

1. Teacher determines the overall purpose for a particular reading assignment.

2. Teacher selects those sections of the reading which are necessary to achieve the above purpose and eliminates from the assignment any and all sections that are irrelevant to the purpose.

3. For the relevant sections that remain, the teacher determines, based on his own model reading behaviors, what a student must operationally do to achieve the purpose; step by step, and section by section.

Example of a Selective Reading Guide-O-Rama

Page 257, par. 3 The last sentence of this paragraph states the main idea of the entire chapter. Change the main idea into a question.

Page 61, par. 1&4 These two paragraphs describe (a) what the people of this area were up to, and (b) why they chose this particular spot. Do not read further until you are sure of these two points.

Guide-O-Rama taken from Cunningham, D. & Shablak, S.L. "Selective Reading Guide-O-Rama: The Content Teacher's Best Friend." Journal of Reading, 1975, 18 (5), pp. 380-382

7. Simulation Activities for Comprehension

A. The teacher prepares statements for student reactions. References are added to indicate where students might look in the text to determine if there is information to support the statements (page, column, paragraph, if necessary).

B. The teacher prepares statements for student reactions. No references are given.

C. The teacher prepares questions for students to answer. References are added to indicate where students might look in the text to find information which, when combined, might answer the questions.

D. The teacher prepares questions for students to answer. No references are given.

E. Students survey the material, raise their own questions and answer them.

F. Students produce statements of meanings, concepts, and ideas as they read.

Simulation activities taken from Herber, J., and J. Nelson. "Questioning is not the answer." Journal of Reading, 18 (7) pp. 512-517

8. Tips for Preparing Comprehension Activities

In writing reading comprehension exercises, use fiction, so that the pupil who either knows the facts or feels that he/she does, will not let the facts he has accumulated in his background experiences in the area interfere with his understanding of the writer's ideas.

Make all the sentences in a multiple choice situation equal in length and give all alternatives the same amount of attention.

When a wrong choice is made use the wrong answer correctly in a newly created selection. The student will hopefully understand why the original answer is wrong and why it better fits the contrived selection.

Tips for Preparing Comprehension Activities taken from Axelrod, J., "Getting The Main Idea is Still the Main Idea." Journal of Reading, 18 (5), pp. 383-387

Recognition of Relevant Details

1. Display a transparency of a picture with considerable detail concerning the topic to be studied. After allowing the class approximately three minutes to study the picture remove it from view and ask the class to recall orally the details seen. The teacher may wish to write the details on the board as the students volunteer answers. This will help to prevent duplication and may stimulate further contributions. When all of the details have been listed the teacher would lead a class discussion to develop the main idea from these details. When the main idea has been established the class would decide which of the details are relevant to the main idea and which are not. Those deemed not relevant will be erased.

2. Ask students to write down all the details from a selection. Have them classify the details from their list as, (1) important, (2) helpful, but not essential, and (3) unnecessary.

Questioning------A Tool for Comprehension

Step 1---THOUGHT-STARTING QUESTIONS

A. Questions Based on Experiences

1. What do you already know about _____?
2. Why is _____ so important today?
3. How do we know that _____?
4. Whom do you think of when _____?
5. Where can we find evidence to show _____?

B. Book Signal Questions

USING TABLE OF CONTENTS

1. What ideas about the chapter do you get from the Table of Contents?
2. How many important points can we expect to find in the chapter?
3. How is this chapter related to the others we have studied?

USING HEADINGS WITHIN CHAPTERS

1. How does the author indicate major ideas? How many are there in-?
2. What questions are suggested by the headings?
3. Can you see any other way of organizing these headings?

USING PICTORIAL AIDS

1. What is the main idea of this: picture? map? chart?
2. How does this map differ from the one on page _____?
3. What is the author's purpose in including this chart?

C. Vocabulary Questions

1. In this heading, what is the key word? Why?
2. What does _____ mean in this sentence?
3. What are some of the meanings you already know for _____?
4. What does the Glossary tell us about _____?
5. How many meanings are given in our dictionary for _____?
6. Which is the probable meaning in this chapter? Why?

Step 2---QUESTIONS TO GUIDE THOUGHTFUL SILENT READING

1. Can you find out if _____?
2. Can you find evidence to support _____?
3. Can you discover how this point of view is developed?
4. What is the problem, and what information is given to help solve it?
5. Would you have made the same decision as the hero?

Step 3---THOUGHT-DEVELOPMENT QUESTIONS
(Postreading Questions)

A. Understanding Main Ideas

1. What is the main idea of this story? Chapter?
2. What is the topic sentence of this paragraph?
3. What are the chief points in this proposal?
4. What would a good headline for this paragraph be?

B. Understanding Details

1. What facts are given to show that _____?
2. When were they presented?
3. What sentences answer the following questions:
_____?

C. Vocabulary

1. What new meaning did you learn for _____?
2. What does _____ mean in this chapter?
3. What word could be substituted for _____ in the sentence without changing its meaning?
4. In paragraph _____, what word means the same as _____?
5. In paragraph _____, what word is the opposite of _____?
6. What is the key word in this sentence? Why??
7. What words in this paragraph create images? How?

D. Understanding Sequence

1. What steps do we follow when _____?
2. What were the first two things that had to be done before _____?

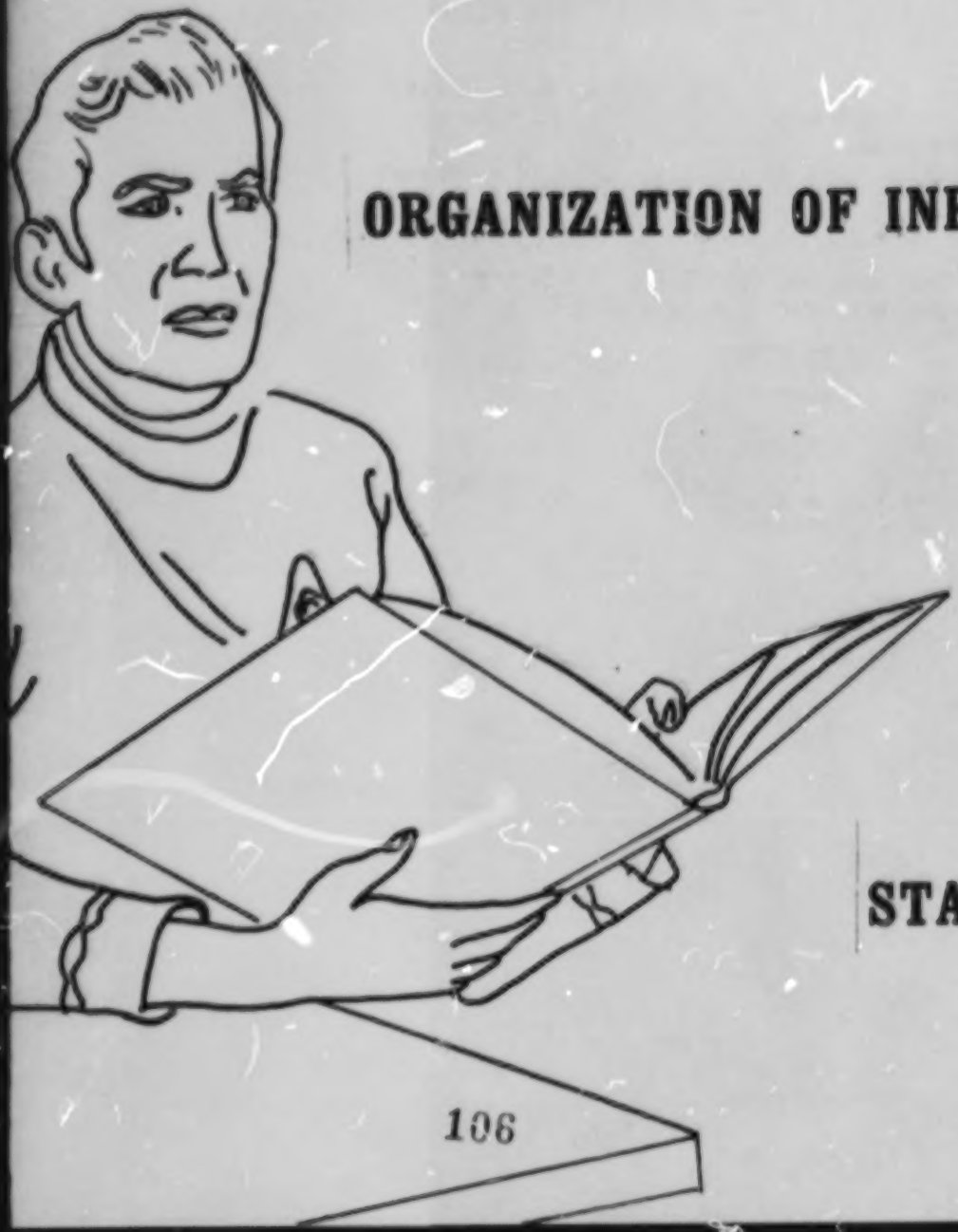
E. Inferential Thinking

1. What does this mean to you?
2. What do you think will happen next?
3. How can you apply the ideas on this page to daily life?
4. Why did the author write this book?
5. What kind of person was _____?
6. What steps should be taken in the light of this evidence?

F. Appreciation

1. How does the author make you feel about _____?
2. What paragraphs set the mood of this story?
3. How would you like to _____?
4. What sentences and paragraphs describe the feelings of: anger? fear? love? disgust?

<u>How to Teach Reading</u> by Morton Botel.
Follett Publishing Company, 1959.



ORGANIZATION OF INFORMATION

STATION III

ORGANIZATION OF INFORMATION

Station 3

Rationale:

In order for a student to effectively process information, he must learn how to organize it efficiently.

Description of Skills:

I. Organizational Patterns - Authors adapt different organizational patterns to present information or group information according to topics. Organizational patterns include: Classification - a list of related ideas in terms of a category; Sequence - a list of related ideas in terms of a continuous order; Causation - the ordering of cause/effect events in adjacent listings; and Comparison - the matching of related ideas or events in adjacent listings.

II. Outlining - outlining is merely the reverse of the authors process, i.e., identifying main ideas and supporting details and properly relating them to one another. This topic includes:

A. The purpose of an outline
   1. Clarifying ideas and facilitating recall.
   2. Establishing relationships among ideas.
   3. Differentiating between topics, subtopics and details.

B. Preparing an Outline
   1. Making use of materials that provide logical topics for an outline, e.g., headings in a textbook chapter.

C. Completing a skeletal outline prepared by the teacher.
   1. A selection to be outlined must be brief and organized with clearly marked headings.
   2. Using of Roman and arabic numbers, large and small letters, indenting and paraphrasing.

D. Gradually withdraw skeleton outline until students can prepare an outline independently.
   1. Students will work independently upon the gradual withdrawal of the skeletal outline.

III. Notetaking - The purpose for taking notes is to recall and review information. This topic includes: selecting major ideas from a selection, deciding what is worth recording; and stating an authors ideas in a condensed but accurate form.

IV. Summarizing - Summarizing is the restating of material in a concise organized manner. This topic includes: the relationship between an outlining and summarizing of information; appropriate forms for summarizing information - in terms of the purpose of a summary; and preparing a summary suitable to the nature given information.

V. Study Methods - When students have mastered the foregoing organization of information skills they may be taught the SQ3R or any similar systematic study method. This topic includes: becoming aware of different methods designed to improve his/her ability to read and understand content materials; use of effective study methods to prepare and retain information with greater ease and accuracy for tests and assignments; and use of effective study methods preparing materials for recitation or tests.

VI. Budgeting Time - Being productive demands planning and wise scheduling of all activities in order to make the most of limited time. This topic includes: recognizing the importance of using time effectively when working independently; techniques for budgeting one's time effectively; and allocate one's time in order to achieve selected goals.

OBJECTIVES AND ACTIVITIES

The objective sheets have been so set up to allow you to: use the suggested activities for starters, and to plug in activities which will meet the needs of your students and your area of specialization. Following the objectives and activities section is an Appendix which contains additional suggested activities.

Pattern of Organization

Objectives	Activities
Given a paragraph the student will select a statement that tells the relationship among the ideas in the paragraph.	From a content area textbook select four paragraphs representing different types of relationships (classification, sequence, causation, or comparison). Have the student identify the topic sentence in each paragraph.
Given a paragraph the student will identfy the relationship as classification, sequence, causation or comparison.	Using the same four paragraphs as above, identify the pattern followed in the paragraph.

Classifying and Categorizing

Given selections of pictures, facts, ideas, and events the student will be able to sort the groups in logical subgroups.	Listen to 10 records. Write the song titles under the appropriate record category, e.g. Folk, Soul, Country, Hard Rock, etc.

Organizing an Outline

Given a selection the student will be able to outline by: (1) locating the main ideas and supporting facts; (2) arranging facts in sequence; (3) using either a topic or sentence outline.	Design a game board illustrating outline form from simple to complex. A skeleton outline is given along with statements on small cards. Students place the statements in the proper places after they read the story.
Given several selections, the student will follow the sequential steps necessary for the mastery of outlining skills.	Sequence of Steps The student will: (1) locate the main idea in paragraph; (2) rewrite the main idea in his/her own words; (3) state the main ideas on a one level outline; (4) make a sentence and topic otuline; (5) copy the name of the chapter from

Objectives	Activities
	a text as the outline title and the boldface print as the main topics; (6) add details using arabic numerals to the above outline; (7) create a skeletal outline using Roman numerals, capital letters, numerals, and lower case letters. Organize subtopics under main topics. Rewrite sentence outline as topic outline; (8) demonstrate that he/she understands the purpose of outlining by writing a short paragraph defining the usefulness of an outline.
Notetaking	
Given a selection to read or presented with an oral reading the student will jot down key words and phrases for the purpose of preparing a formal outline.	Using a reading selection or an oral talk have the student take notes and compare his/her notes with those of the teacher.
Summarizing	
Given a selection and an outline the student will recognize the relationship between them.	Refer the class to a specific section in the textbook. Distribute a ditto with the major points outlined but with space to develop the points. At the same time the student writes the important items to be developed under each point, the teacher also does on the blackboard. Compare and discuss the relationship of an outline as a summary of the selection.
Given a selection the student will determine the form a summary of the material should take.	Allow the class to choose a form of summarizing, i.e., precise writing, outline, flow chart, time line, etc. in order to summarize the day's discussion. Compare the summaries and choose the best form for the topic.
Given a selection the student will prepare a summary according to the nature of the information.	Give the students the opportunity to compare the summary of an experiment with the summary of a story nothing that the former requires a list of steps and the latter requires several paragraphs.
Study Methods	
Given an assignment the student will demonstrate his ability to use the Survey Question - Read, Review, Recite (SQ3R) or a similar study method.	See Appendix for a complete guide to teaching SQ3R method.

Budgeting Time

Objectives

Given a block of time the student will budget a appropriate amounts of time to accomplish certain tasks.

Activities

Make a time schedule for "Fonzie". Be sure to include sufficient time for activities such as motorcycle maintainence, hair combing, girl chasing, pizza consuming, etc.

Appendix

This appendix contains additional suggested activities that might be used to develop the skills of this station.

1. To develop the art of listening necessary for good notetaking techniques use short, ear-catching selections to which students can respond. Take material from newspapers, magazines, or use commercial materials. Try for an initial reaction of surprise, followed by self-conscious amusement and relief.

   Aaronson suggests the paragraph which follows as an example of the kind of material used to raise "ear consciousness."

   > * "Marijuana was first used in 2737 B.C. by the Chinese Emperor, Shin Nu, who recommended it for female weakness. Later it was introduced in India for medicinal uses. After that, during the age of the Pharoahs, it was used for washing sore eyes. In the medieval period in Europe, the dried leaves were applied to burns. Now in modern times, marijuana has begun to be used for stimulating pleasurable modes.

   Aaronson, Notetaking Improvement: A Combined Auditory, Functional and Psychological Approach. Journal of Reading, 1975, 19 (1), pp. 8-12

   *Cross, K.P., Beyond the Open Door. London, England: Jossey-Bass Publishers, Inc. 1972

2. The Notetaking System for Learning

   During Notetaking Session

   Use one side of an 8½ x 11 loose leaf notebook paper.
   Add a margin line three inches from the left side of the paper. (Legal width)
   Notes are taken to the right of the margin using subordination and spaces to illustrate the organization of the material, either through indentation and enumeration.
   Vary spaces to represent the amount of change between items in the notes.

   Following Notetaking Session

   In the left hand margin prepare labels corresponding with units of information recorded in the original notes. The labels should designate the sort of information to be found on the right side of the margin line.

Reorder labels into logical sequence.

Final Organization of the Learning System

Insert reading notes into appropriate positions in the lecture notes.

Preparation for Examination

Spread out pages with only the labels showing. Using the labels as questions try to recall the material for which the label stands.
Approach items for an objective test in horizontal pattern.
Look for large units of material to predict areas on which essay questions will be based. To prepare for essay questions one should examine the labels for relationships between groups of labels covering one of the major topics.
If the student is able to predict what the questions will be he should practice writing the answers.

The notetaking System for Learning, taken from

Palmatier, R., "A Notetaking System for Learning." Journal of Reading, 1973, 17 (1). pp. 36-39.

Aaronson, S. "Notetaking Improvement: A Combined Auditory, Functional and Psychological Approach. Journal of Reading, 1975, 19 (1), 10.

Two-Column Notetaking System

How to organize	Use 8½ x 11 looseleaf paper, sectioned in 2 columns -wide column (2/3 of page) for actual notes -narrow column for headings
Input from Lecturer	Right side (record column) (1) main points, flow of ideas (2) use of indentations and numbers or letters for subordinate ideas (3) use of common abbreviations to simplify notetaking
Input from Student	Left side (recall column) (1) topics, questions, key phrases, definitions, comments, summarized ideas (2) headings act as recall cues to corresponding information on right side
Rationale for two columns: Psychological	Use of insights from pschology of learning and memory (1) process of involvement stregthened: student makes notes, revises, organizes (2) use of meaning ful association: mass of information consolidated and organized under headings (3) emphasis on immediate review: slows forgetting process
Functional	Compartmentalization of functions and goals: (1) input from lecturer: lecture, received (2) input from student: lecture edited and revised Use of headings (1) helps label and identify notes for easy access (2) can be used to set up possible test questions Sectioning: helps study: input from lecturer covered to test recall

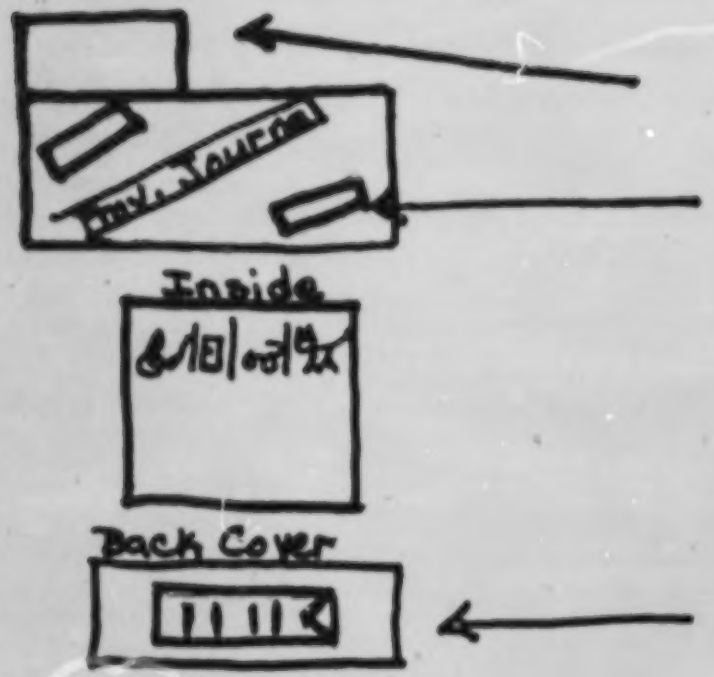
SUMMARIZATION

3a. Provide the student with an outline and have the student translate it into sentence form.

Provide the student with a selection and a summary of the same material in order to compare the details in each.

CLASSIFICATION OF SPECIFIC DETAILS

Materials Needed



File folder set up as follows:

classified ads

name of local papers

4 columns

4 different classifications

ex: musical merchandise
household goods
motorcycles and mini-bikes
Pet column

manilla envelope containing "ads"
directions

Directions

Place these ads in the correct classified column as they would appear in a newspaper.
Do you think they should be in alphabetical order?
Why?

Adaptation:

a. cut up old textbook (history, science, English) placing four major headings related to one topic at top of each column. Place related facts, phrases, diagrams, charts in envelope and have students proceed as stated.

TIMELINE

1. Use the student's personal experiences such as plans for the current school year of his life span to introduce a concept.

2. Proceed to five year intervals and include events which occured prior to his birth and future predictions.

3. High points in the students' lives could be used to develop long-range plans, e.g., birth, school entrance, graduation, marriage, etc.

4. Time schedules can be planned for daily study, weekly assignments, and long-term projects.

5. Daily schedules showing utilization of time from after school until bedtime can be kept.

6. Provide a form for the student to fill out and follow for studying for a week.

A Suggested Assignment Plan That Allows for Students to Budget Their Time

Tic Tac Toe

Students may tic tac toe in any direction doing these activities for their independent study.

Write . . . a workbook for an assigned topic	Model . . . something to show what you have been studying	Graph . . . some part of your study to show change, growth, etc.
Survey . . . opinions, feelings, or reactions of others to some fact, idea or feature of your study	Free . . . do something unusual to show what you are studying	Fact File . . . collect facts or ideas which are important to you
Compare . . . two things from your study. Look for ways they are alike or different	Teach . . . a lesson about something you are studying	Photography . . . make a photo display or film about some part of this course.

GRAPHIC AIDS

STATION IV

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GRAPHIC AIDS

Station 4

Rationale:

Author's include graphic aids to make their ideas clearer and increase the reader's understanding of the material. Therefore, students must know how to interpret and utilize graphic aid.

Description of Skills:

I. Purpose of Graphic Aids - This topic includes: the relationship of printed materials to various types of graphic aids; analyzing the title, interpreting symbols and other artistic devices in order to determine the purpose of a graphic aid; and using graphic aids for the purpose of organizing and for summarizing information.

II. Utilizing Graphic Aids - This topic includes: using various forms of graphic representations (graphs, timelines, maps, etc); and utilizing graphic aids for the purpose of answering specific questions (making generalizations, comparisons, drawing conclusions, inferring trends).

III. Evaluating the Use of Graphic Aids - This topic focuses on evaluating the effectiveness of a given graphic representation for a given purpose, and on interpreting graphic representations.

OBJECTIVES AND ACTIVITIES

The objective sheets have been so set up to allow you to: use the suggested activities for starters, and to plug in activities which will meet the needs of your students and your area of specialization. Following the objectives and activities section is an Appendix which contains additional suggested activities.

Map Skills

Objectives	Activities
Given a pictorial map (realistic pictures) the student will derive information from maps.	Given a pictorial map the student will determine which city has the most houses.
Given the models, pictures and maps, the student will use descriptive terms (closer-farther) to compare distances between objectives represented.	
Given a graphic aid, the student will indicate north, south, east, and west.	Using an opaque or overhead projector have a student stand before it with arms outstretched. Demonstrate directions by telling the class that the student is looking south, shadow will point north, right arm west, and left arm east.
Given a graphic aid, the student will locate the north pole, south pole and equator.	
Given a map with a legend, the student will interpret the legend for the purpose of finding specific information.	Select a map with a legend and design activity cards with questions related to information found on the legend.
Given maps of two or more areas, the student will determine similarities and differences.	Use a map with products of two areas of the United States and have the student list the products which they have in common and those products which are peculiar to each specific area.

Objectives	Activities
Given various types of maps of a specific area, the student will determine the characteristics peculiar to the area.	Using topographic, climatic, and political maps of a particular area, the student infers that since the area has average rainfall, gently rolling hills and a moderate climate, the occupations of the inhabitants may be mostly farm-oriented.
Graph Skills	
Given a cartoon or picture; bar, circle or line graph, the student will state the objective of the presentation by considering all the parts.	Using a selected picture or cartoon from an editorial page, the student will consider all aspects in order to derive an objective for the presentation.
Given a cartoon or picture; bar, circle or line graph, the student will interpret all of the data presented.	Using a graph, the student will: read the title to find what it is about (being compared); interpret its legend and meaning of the vertical and horizontal axes; tell what conclusions can be drawn.
Schedules	
Given a schedule, the student will derive information from it to answer a specific question.	Using any transportation time schedule, the students will answer specific questions pertaining to departure and arrival times at specific cities.

APPENDIX

This appendix contains additional suggested activities that might be used to develop the skills of this station.

1. Have students research well known buildings of the world and use yarn to show their location on a world map.

2. Make a set of task cards with questions using information found on the map. Students could use a United States road map to find answers and record them in a travel book.

   Example: What kind of map would you use to find out . . .

   - - - what to wear to visit a new city
   - - - which bus to take
   - - - where parks are located
   - - - which mountains are nearby
   - - - which areas have the most people

3. Directionality Game

   Materials needed: a map of a particular place
   graph paper for game board
   markers
   oak tag cards for directions and questions

   Directions:

   1. Shuffle Cards. (One set of direction cards and one set of question cards.)
   2. Student chooses the top question card. If he answers the question correctly, he has the right to choose a direction card.
   3. The student moves his marker in the manner directed on the card.
   4. The winner of the game is the first person to reach an outside border.

Sample Question Cards	Sample Direction Cards
The opposite of north is _____.	Go five spaces east and ten spaces north.
What state is north of Oklahoma?	Go six spaces south and one space west.
Which state is East of Oklahoma?	
How many states are located along the East Coast?	Go two spaces southeast.

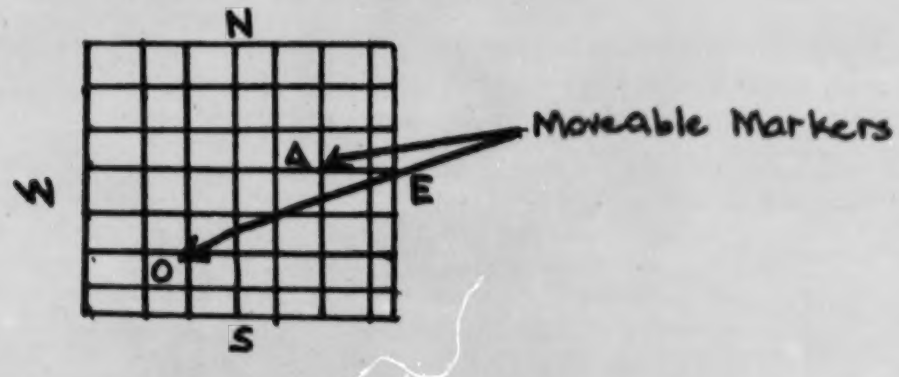
Which state is west of Georgia?

Which states are along the northern border separating the United States from Canada?

Go two spaces north and eight spaces west.

Go northeast for nine spaces

Illustration of Sample Graph-Paper Game Board



4. Show students illustrations such as Indian smoke signals or braille coding. Given them a sheet with descriptions of the various symbols. Have the students match the illustrations with the written descriptions.

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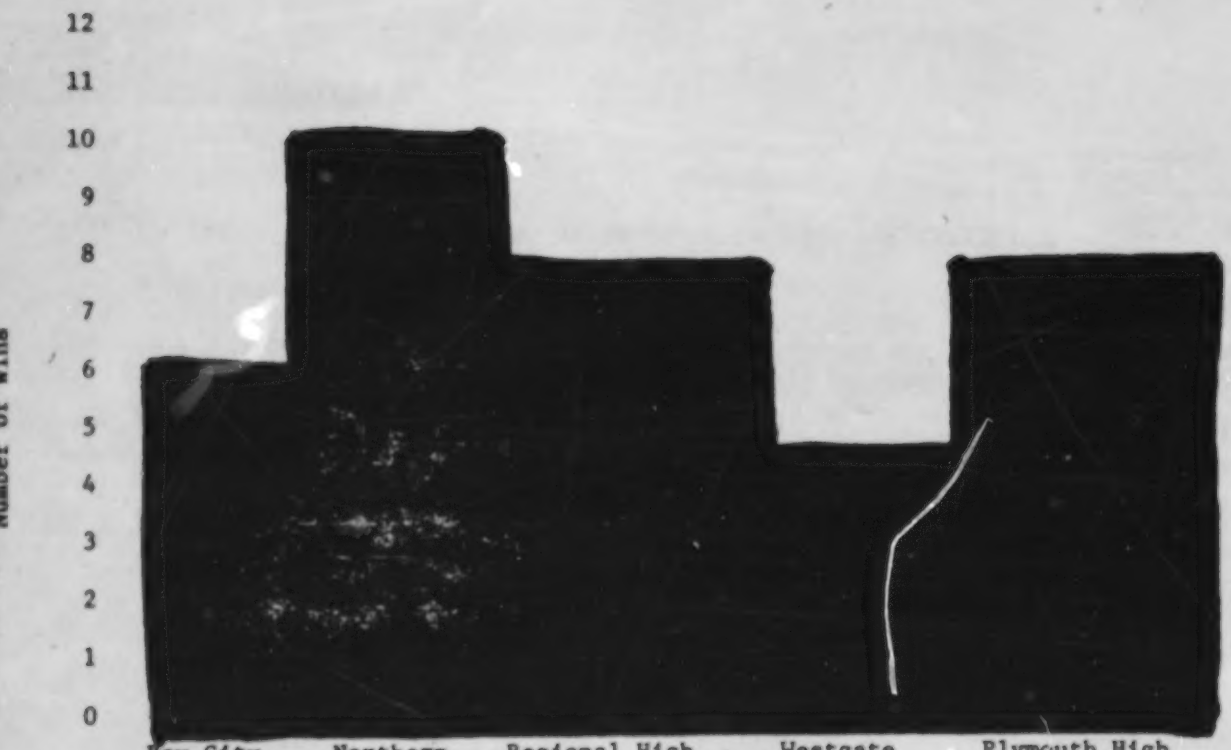
Use of Graphic Aids

1. Present the students with a description of how to play football along with a diagram showing same. Be sure they read both before attempting to answer a set of prepared questions about the game.

2. Using a diagram of a playing field, have the students use the legend to report on the measurements between specific points on the field.

3. Present the students with a bar graph depicting the total number of "wins" the various high school teams in the vicinity accumulated in the past year. Ask questions for which the students will have to read and interpret the graph.

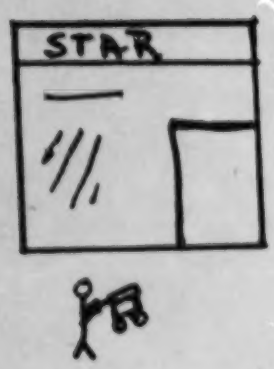
Total Number of Winning Games Accumulated by the North Eastern Region Football Teams

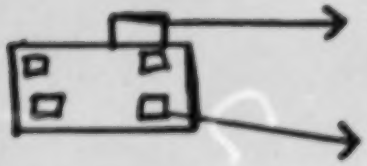


Use of a Map Legend

Materials Needed:

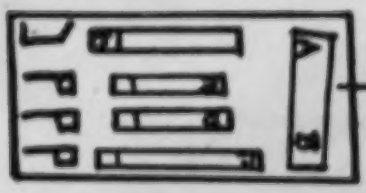
File folder set up as follows:





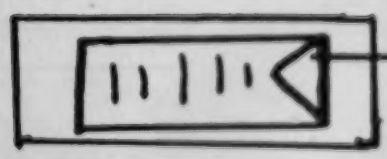
classification exercise

Newspaper clippings of names of local supermarkets.



layout of supermarket, letter name given to each department

Example: A - meat fish poultry
B - delicatessen, etc.



Back of folder, manilla envelope containing pieces* and directions as follows:

*pieces - 36 coupons commonly found in newspaper advertisements. Answer key may also be placed in envelope.

Directions

You are going to the Star Market with these coupons. In which departments will you find these items.

Each coupon has a number 1-36. Number your paper 1-36. For each coupon, write the letter of the department in which it will be found. Check your answers with the answer key. You have just "classified" the items!

Adaptation

1. Sequence pattern

upon completion of coupon activity have student write what he had done in story form, noting what came first, second, and last.

Example: cutting out coupons at home, bringing them to store finding them in store turning in coupons at register.

Use of Graphic Aids

1. Give students a sheet containing a diagram of parts of an engine.
   Give a second sheet containing the definitions of the parts of the same engine.

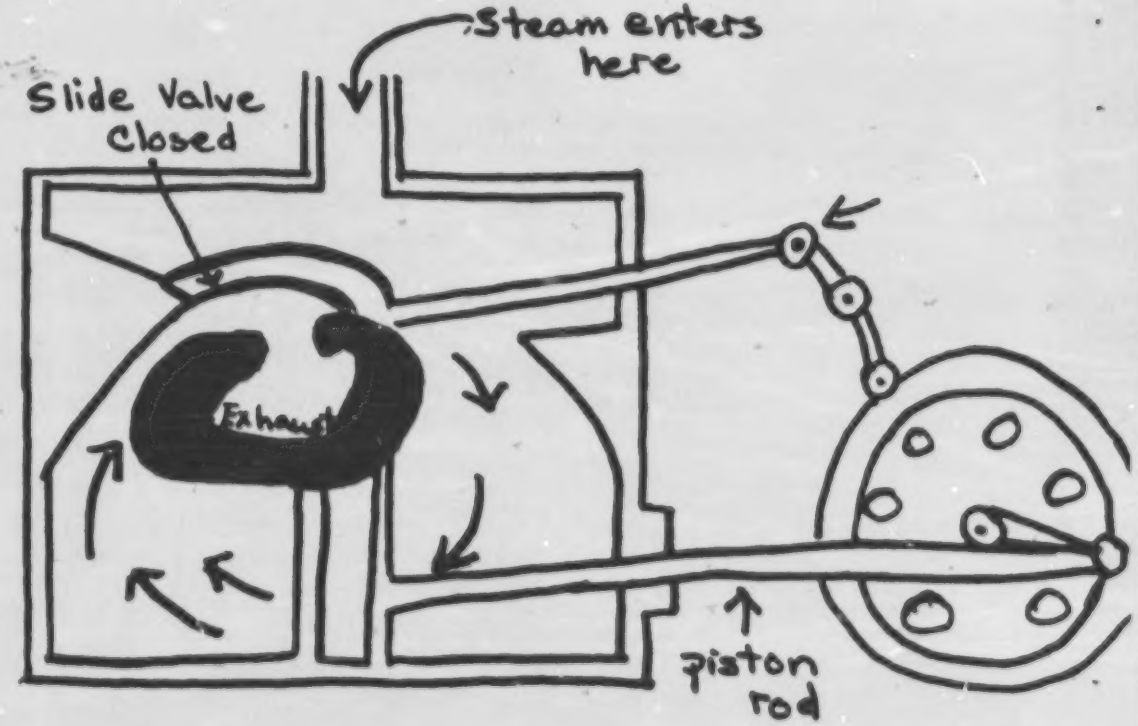
   Have students match the definitions with the pictures.

2.

valve -

piston -

exhaust-



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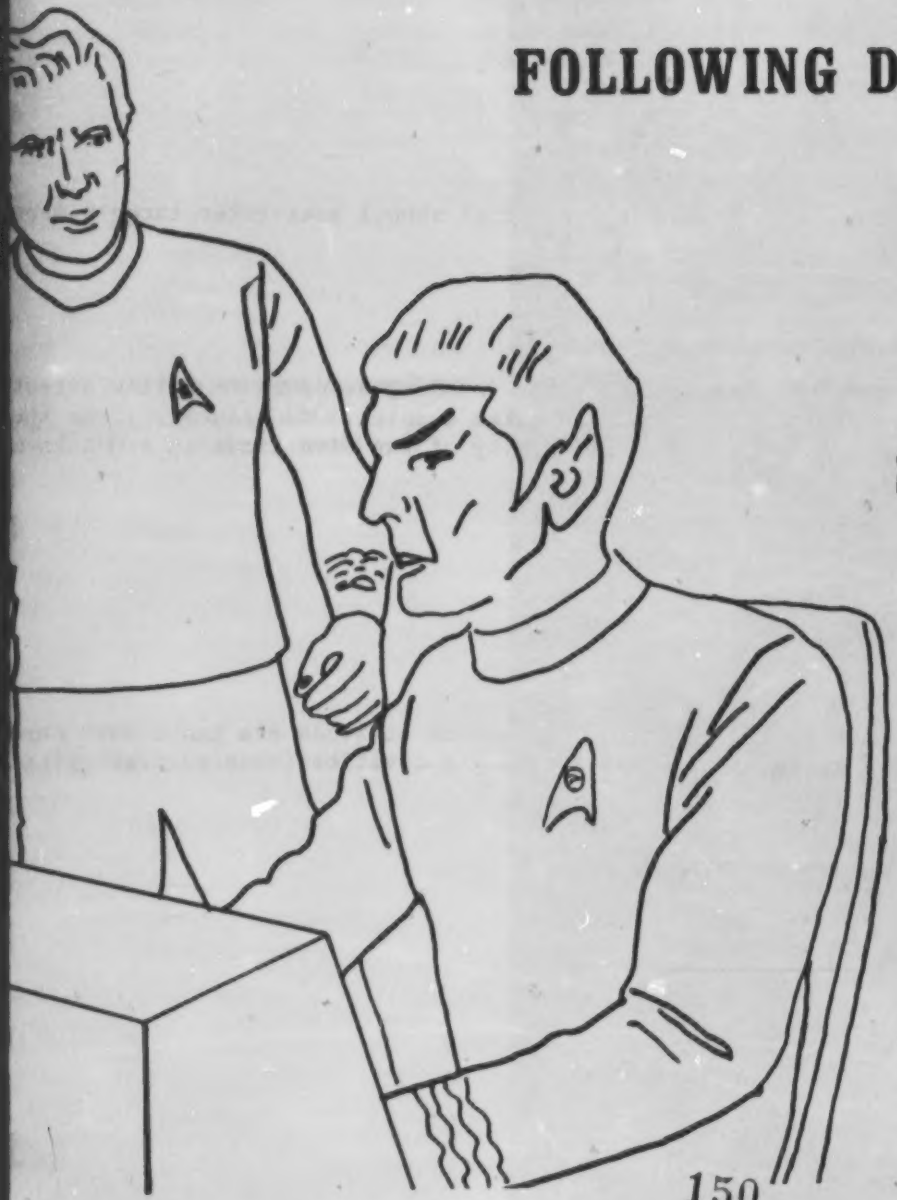
FOLLOWING DIRECTIONS



STATION V

FOLLOWING DIRECTIONS

Section 5

Rationale:

The successful completion of both in school and out of school activities largely depends upon the ability of students to follow directions.

Description of Skills:

This station includes a complete model program for teaching students to follow directions. Directions for accomplishing a given task will vary from relatively simple to quite complex. Consequently, one should begin teaching this concept with simple directions and increase the difficulty of the directions as students master the processes involved. The major processes included in this topic are:

I. Establishing the Purpose of the Directions.

II. Identification of Key Details.

III. Developing an Attitude Toward Following Directions - The attitude one has toward carefully following all directions can effective the successful completion of a given task. Activities focus on developing a positive attitude toward following directions.

The objective sheets have been so set up to allow you to: use the suggested activities for starters, and to plug in activities which will meet the needs of your students and your area of specialization. Following the objectives and activities section is an Appendix which contains additional suggested activities.

Following Directions

Objectives	Activities
Given a set of directions to follow, the student will state the purpose of the directions.	Provided students with an unidentified receipe. Ask students to read the directions and state the purpose of the receipe.
Given a set of verbal or written directions, the student will list the consecutive steps that must be followed.	Provide student with oral or written directions not in correct order for construction of a flag or any item relevant to your content area. Have the student list the consecutive steps in proper order for completion of the task.
Given a set of directions to follow, the student will underline the details.	Using a receipe, the student will underline the detail words such as stir, blend, mix, add, etc.
Given a set of directions to follow, the student will pace himself/herself so that the assigned task will be completed in the allotted time.	Individual teachers will design activities related to their content area and designate the time allotted for the completion of the task. Examples include reports, homework, experiment, oral presentation, play, etc.
	Using a good city or state map available through most Chamber of Commerce Departments, ask students to: 1. Draw the symbols used for the following landmarks (found on the key on the map) A. state airport; B. golf courses; C. state boundaries; D. public fishing; E. harbors; F. U.S. Route markers; G. State Route markers

FOLLOWING DIRECTIONS

Appendix

Rather than giving a series of suggested activities, this appendix contains a complete program for teaching students to follow directions. This process was obtained from:

McCullough B., & Towery G., Your Horoscope Predicts: You Can Teach Students to Follow Directions. Journal of Reading, 1976, 19(6) 654-659

Practical Suggestions For Teaching Students to Follow Directions In Six Different Situations

Daily Assignments and Tests

Student Activity: Below is a story you are to read. Think about the important facts and ideas, then answer the test questions which follow.

Astrology (Flesch = 62.7)

Astrology, or "reading the stars," is used to predict the future. "Reading the stars" means finding the positions of the planets among the stars. An astrologer uses the stars' positions to forecast a person's future or horoscope. The horoscope also tells about a person's personality; is he brave or timid, weak or strong; will he be successful or unsuccessful in business or love?

Long ago parents would call in an astrologer to learn about the future life of their newborn child. The astrologer even helped choose a husband or wife for the child. Wars and famines were predicted from the stars. Kings had astrologers in their courts to help plan their actions.

Many people today believe in astrology. They read their horoscope in the newspaper every day. They buy books which tell their future. They send away to astrologers for their own personal horoscope. Today, groups of people are doing what they call scientific research using astrology. You can send the time, date, and place of your birth to one research center. There a computer will print out a 3,000 word personal natal horoscope for $3.50.

Astrology, however, is not a recognized science. Many predictions never come true. Most scientists say that the positions of the stars do not control the fortunes of men or nations. They say that men and women control their own futures. (Adapted from Bertha Parker, Golden Book Encyclopedia, 1959, pp. 111-12.)

Test: 1. Read each incomplete sentence. Then read the three words below it. Next, choose the word that best completes the sentence. Finally, write the letter of the correct word on the blank.

A. A horoscope tells your _____. a) position b) future c) birthdate
B. Astrologers helped parents choose _____ for their daughters. a) husbands b) kings c) personality
C. An astrologer who "reads the stars" finds the _____ of the stars.
a) future b) position c) fortune

2. Read and answer each sentence. Write T on the line if the sentence is true. If the sentence is false, write,F.

A. _____ Astrology is a recognized science.
B. _____ Astrologers tell us about the past.
C. _____ A horoscope can tell you things which are not true.

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Teacher directed activities: Have the students locate and underline any words which are clues or signals that tell them to do a new and different task, for example, first, after, then, finally. Elicit a list of tasks students are to do in order to complete the test. Write these on the board as the students answer. Have students locate the key words in the test directions: all, answer, choose, circle, complete, finally, locate, read, underline, write.

Conducting Experiments

After completing all the steps in the following experiment, students may use the scientific method of inquiry to arrive at the answer to the problem, "How much truth is there in astrological predictions?"

Student Activity-directions for the experiment:

1. Set up a hypothesis about the validity or invalidty of astrological predictions.

2. Find and record the zodiac sign under which you were born.

3. Read your horoscope for three days and make a list of the predicted happenings each day.

4. Make a daily list of actual happenings.

5. Compare the two lists.

6. Test your hypothesis against your data.

Teacher directed activities: (For the above experiment, write the sentences in random order on the chalkboard. Then, have the students rearange the sentences in correct order.)

Directions for Students: The directions are numbered in this experiment. There are several subtasks implied within each of these numbered steps. Divide your class into six groups. Assign a step to each group. Have each group write a series of tasks which are subsumed in each step. After each group is finished, it should present its set of substeps to the total class.

Have the students pick out key words which are essential to comprehension and successful completion of the task, for example, compare, find, list, make, read, record.

Putting Things Together

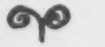
There are two situations which will give students practice in following directions in order to assemble objects. First, students will construct their own personal zodiac marker which will be used in playing the game, Horoscope Trail. The second requires each of the students to create a card which will also be used when playing Horoscope Trail.

Student Activity:

Materials needed for Personal Zodiac Marker (to be used with Horoscope Trail game) are 1 x 2 inch (2.5 x 5 cm) cards for each member of the class, 1 x 1 inch (2.5 x 2.5 cm) cards for each member of the class felt tip markers, glue, and scissors.

Directions for making your own Personal Zodiac Marker:

1. Find the symbol below which represents your personal zodiac sign.


Aries

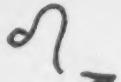
Taurus

Gemini

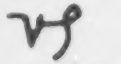
Cancer

Scorpio

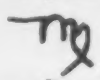
Pisces

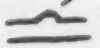

Leo

Sagittarius


Capricorn

Aquarius


Virgo


Libra

2. Get two cardboard rectangles from the teacher, one of each size.

3. Draw a line across the larger card 1/2 inch (1 cm) from one end. (This will be the bottom end of the card.)

4. Find the middle of the card. Draw a second line from the middle of the first line to the middle of the bottom end.

5. Draw your zodiac sign on both sides of the larger card with a felt tip marker.

6. Cut along the second line to the first line.

7. Fold up half of the bottom end section to the right. Fold up the other half to the left.

8. On the small card, measure and find the middle of each side. Draw two lines connecting opposite sides of the card.

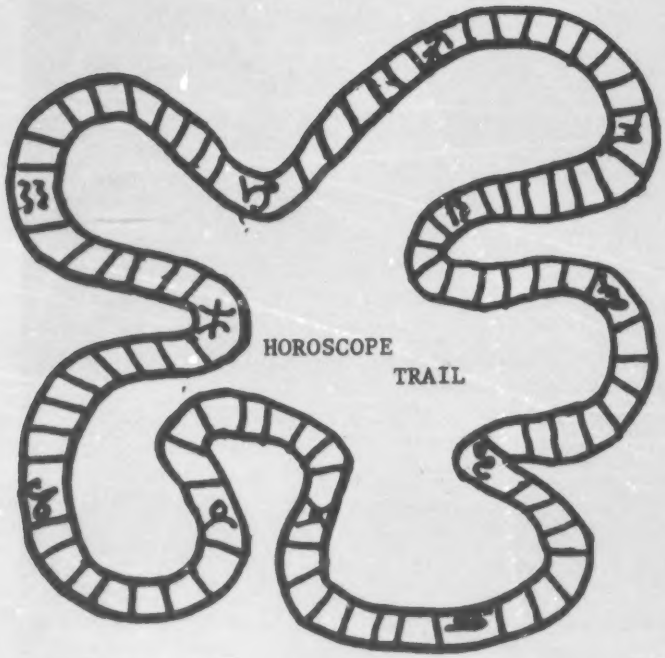
9. Paste, or glue the card with your zodiac sign to the middle of the second card. The card should stand up.

Materials needed for Horoscope Trail Cards (to be used with game): 1, 4x6 inch (10 x 15 cm) lined index card for each student in the class.

161

162

CARDS



Directions for making Horoscope Trail Cards:

1. Choose any seven predictions from the data in your experiment on astrological predictions.
2. Classify the predictions using one of the following categories.

Example of Horoscope Trail Cards

Leo - Now is a good time to finish a project. Roll ahead 1 even number.

Aries - Signs are unfavorable for travel. Lose 1 turn.

Pisces - Minor mishap to friends. Roll everyone back 1 odd number.

Virgo - Your Pisces friend is in trouble. You can help. Move to his place with him.

Scorpio - Difficult times ahead. Have a friend join you for an undertaking.

Libra - Promises undelivered leave you on your own. Skip 1 turn.

Gemini - A time of celebrating with friends. Roll all others ahead 1 turn.

Sagittarius - Others will accept you if you are fair and firm. Roll yourself and all players ahead.

Cancer - Avoid hasty decisions. Skip 1 turn.

Libra - Community projects favored. Roll everyone ahead 1 odd number.

Taurus - Some tricky spots indicated. Roll an odd number and move back.

Aquarius - You stand to gain financially. Roll 1 more time to move ahead.

Capricorn - A good day to seek help. Have a friend roll you forward.

Pisces - Don't do a half job. Roll everyone back 1 number.

a. Favorable for you.

b. Favorable for others.

c. Favorable for you and others.

d. Unfavorable for you

e. Unfavorable for others.

f. Unfavorable for you and others.

3. Pair one of the following rewards to each prediction in the favorable categories.

a. Roll yourself ahead one number, or one even number, or one odd number.

b. Roll a friend ahead one number, or one even number, or one odd number.

c. Move ahead or back to help a friend of another zodiac sign.

d. Roll everyone ahead one number, or one odd number, or one even number.

e. Have a friend roll ahead to join you.

4. Pair one of the following penalities to each prediction in the unfavorable categories.

a. Skip a turn.

b. Roll back one number, or one odd number, or one even number.

c. Roll a friend back one number, or one even number, or one odd number.

d. Roll everyone back one number, one even number, or one odd number.

e. Have a friend roll you back one number, or one odd number, or one even number.

5. Choose any seven zodiac signs.

6. Write a zodiac sign name on the top line of the index card. Then write one of the predictions and its paired penalty or reward.

7. Continue writing the predictions and penalities or rewards for the other six zodiac signs you choose.

Performing a Task

The game, Horoscope Trail, may be reproduced on any large durable material. Each of the twelve zodiac sections contains eight spaces. The labels on the areas should be arranged in the same order as the zodiac chart. Players must not only understand the directions, but must also follow directions during the actual playing of the game.

Do not complete this form until you read it in its entirety.	Personal Natal Horoscope Application Form	Please Print

Personal Information

0 - Married
0 - Single
0 - Divorced

Last Name	Maiden	First	Marital Status

Address:Street	City	State	Zip

Age	Birthdate:Day	Month

Place of Birth: City	State	Latitude	Longtitude

Time of Birth	Time Zone

Fill out shipping label
but don't detach.

Name
Street
City State Zip

Applicant's Signature

If you think you'll get your money's worth, fill this out in red ink. If you don't, fill it out in blue ink.

Directions for playing Horoscope Trail Game:

1. All players use their own zodiac sign marker.

2. To begin play, all players place their marker on the symbol square of their own zodiac section of the game board.

3. Players roll a single dice and the number on the rolled dice indicates the number of moves the player makes.

4. All regular moves are in a clockwise direction. Penalty moves may be either forward or backward.

5. Each time a player moves, a card is drawn from the pack. The player reads and follows the directions for the zodiac section in which the marker lands.

6. The first player to return to his starting position wins.

If students are interested in sending away for their own personal horoscope, they may need to include information concerning the specific location and time of birth. Reading and interpreting maps necessitates following implicit directions and understanding graphic and tabular material.

Teacher directed activities:

Direct students to get a map which shows latitude and longtitude and their birthplace. Have them determine the exact latitudinal and longtitudinal coordinates of their birthplace. Have them determine the time zone of their birthplace from a map.

After finding this information, let each child write his own set of directions. The students should be careful to state each step and the exact order of the sequence they take to complete the task.

The teacher could write several students' directions on the chalkboard to demonstrate how some are easier to follow than others.

Filling out Forms

On the previous page is an application form which can be used to demonstrate how children could order their own personal natal horoscope. This hypothetical example demonstrates the importance of following directions since the first instruction directs the children to read the entire form and the last instruction directs the color of ink which should be used to fill out the form.

Your personal horoscope shows that if you heed this advice, planning and implementing activities which direct students to become more proficient in the skill of following directions, you may meet an astounding person.

By this time, you surely have realized that this astounding person you are to meet will be your own student.

References

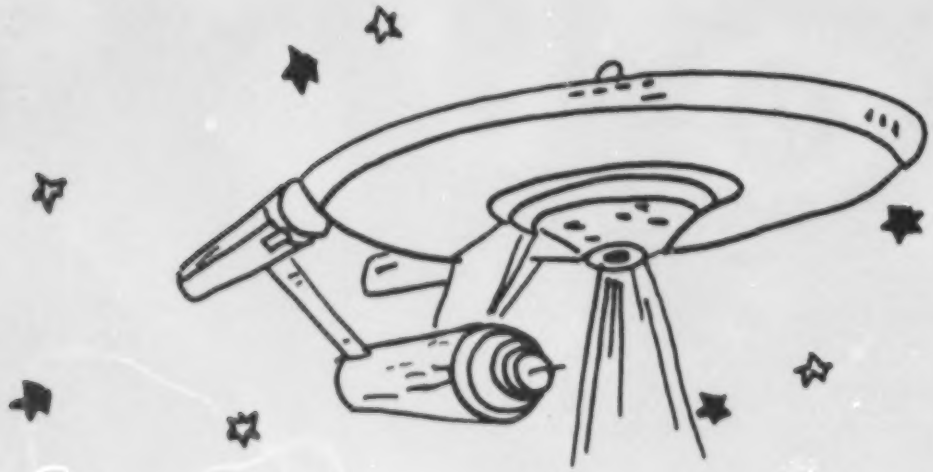
Newcastle, Helen. "Children's Problems with Written Directions." The Reading Teacher, vol. 28, no. 3 (December 1964), pp. 292-94.

Pearson, Herbert and Ellen Lamar Thomas. "If Your Classes Have Trouble Reading Instructions," Industrial Education, (October 1974), pp. 22-23.

THREE DO'S AND A DON'T OF FOLLOWING DIRECTIONS

1. DO read quickly through the directions to get the general idea.
2. DO visualize each step of the directions in your mind.
3. DO understand why each step is to be done in the suggested sequence.
4. DON'T skip any part.

DEVELOPING FLEXIBILITY IN READING



STATION VI

DEVELOPING FLEXIBILITY IN READING

Station 6

Rationale:

Since not all information encountered by a student is on the same level of difficulty or used for the same purpose. Therefore students must learn how to become flexible in their reading.

Description of Skills:

How rapidly do and should students read, is a question traced to the interest in speed reading at the adult and college levels. The questions addressed here are: Can students increase their reading speed? When should students increase their reading speed?

Many students are capable of reading some materials faster than their normal pace. Initially the focus of this station is on building and strengthening word recognition and comprehension. Reading programs should also incorporate basic instruction in reading flexibility at all levels. Reading flexibility is a skill which must be taught, reinforced, and practiced. It takes time to incorporate the skill of reading flexibility into specific course material, however, the time is minimal compared with the students gain when they know how to get the most out of what they read.

I. Classification of Reading Material - All reading material may be classified into two basic categories based upon the level of the material and the students ability. These include: easy reading materials; and difficult reading materials.

II. Establishing the Purpose for Reading - Topics included are: Studying - materials to be retained; Casual Reading - materials to be enjoyed; and Selective Reading - materials to be read quickly for a specific purpose.

III. Selecting an Appropriate Reading Rate - The difficulty and the purpose for reading the material dictate the rate the student will use. The types of reading rates are:

A. Careful - a rate by which the student absorbs information necessary to achieve specific goals;

B. Casual - a rate by which the student reads comfortably given materials at his/her appropriate independent level;

C. Accelerated - a rate by which the student agressively reads at maximum speed in order to cover the material quickly;

D. Skimming - a rate by which the student alternately reads and glances to acquire the gist of the material; and

E. Scanning - a method by which the student quickly locates a specific piece of information from a large body of material.

OBJECTIVES AND ACTIVITIES

The objective sheets have been so set up to allow you to: use the suggested activities for starters, and to plug in activities which will meet the needs of your students and your area of specialization. Following the objectives and activities section is an Appendix which contains additional suggested activities.

Objectives	Activities
The student will categorize given material as easy or difficult.	Select a paragraph from light fiction and a technical source textbook. Have students discuss which is easier to read.
The student will state his purpose for reading given material.	Create some problem solving situations such as suppose you were reading a summer book list, how would you read the material.
The student will determine the most appropriate rate for given material.	Students should be made aware that both purpose for reading and prior knowledge of the subject determine rate.
Given a list of paragraphs, the student will skim each one to get a quick impression of the content, so that he will be able to select from a given list of titles the one that best fits each paragraph.	Skim several paragraphs to get a quick impression of the content and select from a given list of titles the one that fits each paragraph.
Given reading material the student will be able to skim the material and answer general questions.	Skim material and answer a prepared list of questions.
Given a timed reading exercise the student will concentrate only on general thoughts and will not read every word.	Using a timed reading exercise concentrate only on the main idea. Encourage students not to read every word.
Given reading material, the student will be able to adjust his reading rate and use the skills of skimming according to the purpose of his reading and the type of reading material being used.	Skim a series of unrelated paragraphs to find the subject of each in a specified period of time.

SKIMMING AND SCANNING

Appendix

This appendix contains additional suggested activities that might be used to develop the skills of this station.

Skimming skills are primarily used to understant the gist or main idea of a reading, while scanning skills are used to lcoate specific information in a reading quickly such as the answer to a question or the location of a fact or idea.

Techniques for Scanning

Step I - Before starting to scan, fix clearly in your mind what you are looking for.

Step II- Anticipate how the information you are looking for might be stated.

- Name, place, or title - pay careful attention to words beginning with capital letters.

- Measurements - key in on numbers followed by such words as miles, feet, minutes, hours, etc.

- Ideas - anticipate words that can be used in stating, i.e.

Step III-Use your eyes to "float" across and down the page looking for what you have clearly fixed in your mind. If columns of pring are narrow it might only be necessary to scan down the page.

Techniques for Skimming

Step I - Read major heading and subheadings to convey major points.

Step II- Read entire first paragraph.

Step III-Read first sentence of second paragraph and skim remainder of paragraph. Pay careful attention to:

- topic sentence(s) - usually first or last sentence in paragraph.

- italicized word and phrases.

- lists of points set off by numbers, or phrases such as "The three most important factors are . . ."

- eliminating sentences which are redundant or repetitious.

While skimming, your eyes should be floating across and down the page, omitting irrelevant words and phrases.

Step IV - Follow procedures in III for remaining paragraphs.

Step V - Read entire last paragraph.

SQ3R:

Survey--refers to glancing over the headings in a chapter to note the main points to be developed.

Question--refers to turning a heading into a question.

Reading--is done to answer the question derived from a heading.

Reciting--indicates that the pupil should look away from his book and try to recite the answer to his question.

Reviewing--When each headed section is completed in the above manner, the child reviews his notes and continues to the next headed section.

When a chapter has been completed in the above manner, the pupil reviews his notes for main points and their relationships. He tries to recite the main points under each heading.

For Science content:

Variation of the SQ3R:

Preview--Rapid skimming of the total selection.

Question--In terms of the study purposes, raise questions to guide the careful reading of the selection.

Read--Read the selection keeping the questions in mind.

Summarize--Organize and summarize information gained.

Test--Check your summary against the selection.

For Mathematics Content:

SQRQCQ:

S--The problem is read rapidly to determine its nature.

Q--What is the problem?

R--Re-read for details and interrelationships.

Q--What processes should be used?

C--Carry out the computation.

Q--Is the answer correct? Check the computation against the problem facts and the basic arithmetic facts.

PRE-TEST
STATION SIX

DEVELOPING READING FLEXIBILITY

I. Identify the following reading materials as EASY OR DIFFICULT.

A. A summary of a physics project. _____

B. A letter advertising a new product. _____

C. A legal decision. _____

D. A sociological textbook. _____

E. The Providence Journal. _____

F. The Bible. _____

G. Animal Farm. _____

II. Determine whether you will read the following selections CASUALLY, CAREFULLY, or at your TOP READING SPEED.

A. You are preparing for an important examination in history and you are reading an assigned textbook. _____

B. You are reading a new popular novel. _____

C. You are going over an accumulation of "junk mail". _____

D. You are reading the deed to property you just purchased. _____

E. You are reading the sport's page. _____

F. You are re-reading materials for a speech you are to give tonight. _____

G. You are reading a recipe you wish to use tonight. _____

III. Determine whether you will SKIM or SCAN the following materials:

A. You are looking in the telephone book for a number . _____

B. You are familiarizing yourself with materials you read during the year for a final examination. _____

C. You are looking in a history book for the date of the Battle of Hastings. _____

D. You are reading the newspaper on the way to work. _____

E. You are checking the street directory for an address. _____

F. You are preparing for a term paper and you wish to familiarize yourself with the topic. _____

G. You are checking an index for a specific topic. _____

LOCATION OF INFORMATION

Commercial Materials Available for Student Use

Curriculum Associates	-----	Dictionary Skills
Instructo Curriculum	-----	Practice in Dictionary Skills
Milliken Publishing Company	-----	Reference Tools and Study Skills
		Griffero, Gloria
Xerox Publishing Company	-----	My Weekly Reader Study Skills Series
		Explore, Discover, Report
		Vitarelli, Robert
Educators Publishing Service, Inc.	-----	Card Games
		(Boxed Developmental Material)

SELECTION OF INFORMATION

Commercial Materials Available for Student Use

Benefic Press	-----	Thinking Skills Development Program
B F A Educational Media	-----	Comprehension Skills Series Filmstrips
Coronet Instructional Materials	-----	Listening With A Purpose
Dexter Westbrook	-----	Supportive Reading Skills, Understanding Word Groups
		Bonin, Richard
Educators Publishing Service, Inc.	-----	Reading Comprehension in Varied Subject Matter: Independent Reading
Instructo Curriculum	-----	Research and Study Skills
		Practice Critical Reading
Prentice Hall	-----	Be A Better Reader, Forms A, B, and C (Intermediate Level) and Levels I and II (Secondary level)
		Smith, Nila Banton 1968
Scholastic	-----	Go: Reading in the Content Areas
		Herber, Harold 1975
B F A Educational Media	-----	Comprehension Skills Series - Filmstrips

ORGANIZATION OF INFORMATION

Commercial Materials Available for Student Use

Benefic Press	-----	Thinking Skills Development Program, Task Cards
Curriculum Associates	-----	Thirty Lessons in Outlining, Elementary and Advanced Levels
		Furbush, Polly; Ross, Elizabeth; Turrell, Donald
		Organizational Skills
		Writing Research Reports
Instructo Curriculum	-----	Research and Study Skills
		Practice in Critical Reading
Modern Curriculum Press	-----	How to Study
		Study Skills Retrieval 1-2-3
		Allyn & Bacon

FOLLOWING DIRECTIONS

Commerical Materials Available for Student Use

Barnell Loft, Ltd.	-----	Specific Skill Series, Following Directions
Curriculum Acsociates	-----	Following Directions
MacMillan Company	-----	Listening Games

GRAPHIC AIDS

Commercial Materials Available for Student Use

Follett Educational Corporation	-----	Study Lessons In Map Reading
Hammond Inc.	-----	My First World Atlas
Scholastic	-----	Map Skills Book
Xerox Educational Publications	-----	Map Skills for Today

DEVELOPING FLEXIBILITY IN RATE

Commercial Materials Available for Student Use

Teachers College Press	-----	Standard Test Lessons In Reading
Educators Publishing Service	-----	Reading Comprehension in Varied Subject Matter: Independent Reading
Learn Inc.	-----	Communications Through Effective Reading
Lyons & Carnahan	-----	Your Reading Guide I & II

A CROSS REFERENCE LIST OF READING SKILLS AND WORKBOOK

PAGES

This is a start and should be added to and updated periodically. As is evident from this workshop, we believe in using as many different sources, modalities and materials as is possible to teach every skill. Having a cross reference list like this one may enable the classroom teacher to do this more readily.

Skills Listed

Accents

Alphabetical Order

Antonyms

Chart Reading

Comparisons

Compound Words

Context

Critical Reading

Details

Dictionary

Drawing Conclusions

Graph Reading

Index

Library and Reference

Main Idea

Map Reading

Multiple Meanings

Notetaking

Ordering and Organizing

Outlining

Parts of a Book

Phonics-Consonants

Phonics-Consonant Blends

Phonics-Vowels

Poetry

Prefixes and Suffixes

Pronunciation

Punctuation

Rate

Report Writing

Root Words

Specialized Vocabulary

Sequencing

Silent Letters

Skimming and Scanning

Syllables

Synonyms and Antonyms

Visualization

Skill ACCENTS

Workbook	Grade	Pages
Be a Better Reader A	4	81
Be a Better Reader B	5	140
Be a Better Reader C	6	53
Bea Better Reader II	9	70,83

ALPHABETICAL ORDER

Bold Journeys (Macmillan)	5	3
Into New Worlds (Macmillan)	6	10,14,15,114,115
Magic Word (Mcmillan)	4	14,15,40,57,118
Skylines (h. Mif.)	5	29,39
Study Skills 1 (Retrieval)	Interm.	1,2,4-6,8,9,10-12
Study Skills 3 (Allyn, Bacon)	Interm.	1,2

ANTONYMS

Be A Better Reader C	6	147
Be A Better Reader I	7	111

Be A Better Reader II	8	112

CHART READING

Bold Journeys	5	53,54,66,119,122
Into New Worlds	6	103
Magic Word	4	102,121
Skylines	5	20,107
Study Skills 1	Interm.	67
Study Skills 2	Interm.	61,62
Study Skills 3	Interm.	52,57,60

COMPARISONS

Be A Better Reader II	8	100

COMPOUND WORDS

Be A Better Reader A	4	21
Be A Better Reader B	5	15
Be A Better Reader C	6	25
Magic Word	4	28,29,108

CONTEXT

Bold Journeys	5	30,31,54,126-128
Bright Peaks (H. Mif.)	6	11,31,49,70,78,29,30,59,85,41,42, 56,66,95,5,6,25,47,62
Into New Worlds	6	4,8,16,20,23,24,26-27,37,42,54,61 79,80,85,89,117,120,128
Magic Word	4	24-26,34,35,67,86,91,126-128
Skylines	5	16,17,27,58,72,57,83,97,105,22,23, 71,6,10

CRITICAL READING

Be A Better Reader C	6	18,90,124,143,170
Be A Better Reader I	7	124

Be A Better Reader II	8	59,85,128
Bold Journeys	5	36,111,112
Into New Worlds	6	76-78,82,81,95,96,126,28,30,31,74,75
Magic Word	4	83,88-90, 92,93,109,110,76,77,94,95, 48,122
Study Skills 3	Interm.	72

DETAILS

Be A Better Reader A	4	98
Be A Better Reader B	5	65,88
Be A Better Reader C	6	68,116
Be A Better Reader II	8	44
Bright Peaks	6	32,53,76,13,28,50,69,79,96
Magic Word	4	49,50,51,56,58,59,63,66
Skylines	5	12,13,21,36,37,89
Your Reading Guide II	8	37
Your Reading Guide I	7	55

DICTIONARY		
Be A Better Reader A	4	119,120
Be A Better Reader B	5	103,120,142
Be A Better Reader C	6	96
Be A Better Reader I	7	108
Be A Better Reader II	8	97
Your Reading Guide I (Lynons & C)	7	15
Your Reading Guide II	8	13
Bold Journeys	5	14,15,31,32,33,59,72,92,41,42
Bright Peaks	6	7-10,17,20,26,48
Into New Worlds	6	3,4,8,12,15,16,23,26,27,37,42,56,61, 85,89,104,128
Magic Word	4	40,41,98,99,108,126,127,128
Skylines	5	11,12,34,35,48,49,66,105,30,31-33,102 65,66,82,103,104
Study Skills 1	Interm.	13-27,40
Study Skills 2	Interm.	1-14,26-28,32,33
Study Skills 3	Interm.	3,4-7,8,11,14,16,17,18,19-21
DRAWING CONCLUSIONS		
Your Reading Guide II	8	44
Barnell Loft	level c-advanced	
Drawing Conclusions	3-?	whole book

Be A Better Reader I	7	110
Be A Better Reader II	8	125
Bright Peaks	6	19,43,65,88
Magic Word	4	42,66,71,72,88,94-96,103,105,18,50, 61,88
Skylines	5	18,50,61,88

GRAPH READING

Bright Peaks	6	89,90
Study Skills 1		68
Study Skills 2	Intm.	58,61,63,65,64
Study Skills 3	Intm.	58,59
Your Reading Guide I	7	43
Your Reading Guide II	8	63

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Bright Peaks	6	33-35,45,55,71

Into New Worlds	6	13,112,113
Skylines	5	40-42,54,55,80,109
Your Reading Guide I	7	30
Your Reading Guide II	8	46

LIBRARY REFERENCE

Be A Better Reader A	4	141
Be A Better Reader B	5	141
Be A Better Reader C	6	120,168
Be A Better Reader I	7	109
Be A Better Reader II	8	86,116,117
Bold Journeys	5	107
Into New Worlds	6	10,11
Study Skills 1	Int.	48,49,50-62,80
Study Skills 2	Int.	40-57
Study Skills 3	Int.	30-50,69,76-79
Your Reading Guide I	7	28-36
Your Reading Guide II	8	45-48

MAIN IDEA

Be A Better Reader A	4	16,17
Be A Better Reader B	5	14,15,36
Be A Better Reader C	6	16,17,42,44
Be A Better Reader I	7	44,58
Be A Better Reader II	8	42,43
Bold Journeys	5	36,38,39,56,67,76,77,108-110,25,52, 69,70,82,89,90,98,126-28
Bright Peaks	6	14,27,37,54,63,75,12,13,22,38,51,61
Into New Worlds	6	43,44,46-54,57-60,62-70,86,97-101,105, 106,123-125
Magic Word	4	7,49-51,55,58,59,60-62,92,93,100,120
Skylines	5	15,26,38,47,67,51-53,56,59,62-64,87, 98,99
Your Reading Guide I	7	60

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MAP READING

Bold Journeys	5	28,29,40,41,46,64,73,99
Bright Peaks	6	18,44
Into New Worlds	6	29,57
Magic Word	4	104,105,112,117,125
Skylines	5	60,76,111

Study Skills 1	Int.	64-66
Study Skills 2	Int.	59,62
Study Skills 3	Int.	51,53-56,60
Your Reading Guide I	7	39
Your Reading Guide II	8	54

MULTIPLE MEANINGS

Be A Better Reader A	4	118
Be A Better Reader C	6	121,169
Be A Better Reader I	7	123,128
Be A Better Reader II	8	113
Into New Worlds	6	8,56

NOTETAKING

Bold Journeys	5	98
Bright Peaks	6	16,21,23,24,39,40,52,64,80-84,91,92,94
Into New Worlds	6	36,46,59,60,64
Magic Word	4	109,110
Skylines	5	14,44,63,64,68-70,73,74,77-79,84,85, 92,93,89,99

Study Skills	Int.	63,64

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ORDERING AND ORGANIZING

Be A Better Reader C	6	142,167
Be A Better Reader II	8	73
Bright Peaks	6	32,53,76
Skylines	5	13,21,37

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OUTLINING

Be A Better Reader B	5	88
Be A Better Reader C	6	92
Be A Better Reader II	8	58
Bold Journeys	5	100
Bright Peaks	6	16,21,23,24,39,40,52,64,80-84,91,92,94
Into New Worlds	6	100,101,105,106,109-111,127
Skylines	5	14,44,68-70,73,74,77-79,84,85,92,93
Study Skills 3	Int.	65,66-68
Your Reading Guide I	7	55
Your Reading Guide II	8	78

PARTS OF A BOOK

Be A Better Reader A	4	100
Be A Better Reader B	5	104
Be A Better Reader I	7	68,82
Be A Better Reader II	8	98
Magic Word	4	85,88,103,97,115,118
Study Skills I	Int.	41-47
Study Skills 2	Int.	36-39
Study Skills 3	Int.	27-29

PHONICS

TOO MANY NOW AVAILABLE TO LIST SEPARATELY BUT AGAIN TEAR UP ALL YOU CAN AND MAKE SEVERAL LESSONS (VARIED ON EACH SKILL). REMEMBER A SKILL MUST BE DRILLED OVER AND OVER TO BECOME A HABIT AND IS NOT REALLY IMBEDDED UNTIL IT HAS BECOME A HABIT.

POETRY

Bold Journeys	5	12-16,48-50,24,25,47-50,114-117
Into New Worlds	6	24,114,115,117
Magic Word	4	9,12,73-75

PREFIXES AND SUFFIXES

Be A Better Reader A	4	138
Be A Better Reader B	5	82,84
Be A Better Reader C	5	98
Be A Better Reader I	7	86,98,126,127
Be A Better Reader II	8	68,110
Bold Journeys	5	37
Into New Worlds	6	45,49
Magic Word	4	64,39,96,101
Study Skills 3	Int.	22

RATE

Be A Better Reader C	6	125,126,144,167
Be A Better Reader I	7	29,44,59
Be A Better Reader II	8	16
Your Reading Guide I	7	1-9
Your Reading Guide II	8	1-8

REPORT WRITING

Study Skills 1	Int.	69-79
Study Skills 2	Int.	66-80

ROOT WORDS

Be A Better Reader I	7	86
Be A Better Reader II	8	68
Bold Journeys	5	37
Into New Worlds	6	37,42,120
Magic Word	4	30,44,45
Skylines	5	9

SCIENCE OR SPECIAL VOCABULARY

Be A Better Reader A	4	105,125,142
Be A Better Reader B	5	43,106,125
Be A Better Reader C	6	55,101,128,173
Be A Better Reader I	7	42,57,85,97
Be A Better Reader II	8	57,84

SEQUENCING

Be A Better Reader C	6	142
Bold Journeys	5	10,53,65-66,83-84
Into New Worlds	6	67

SKIMMING AND SCANNING

Be A Better Reader II	8	72,127
Bold Journeys	5	44,45,69,70,102,103
Bright Peaks	6	36,46,60,72
Into New Worlds	6	34,43,44
Skylines	5	25,43,81,86,110
Your Reading Guide I	7	10-14
Your Reading Guide II	8	9-12

SYLLABLES

Be A Better Reader A	4	79,80,103,121,122,140
Be A Better Reader B	5	83,84,85,102,122
Be A Better Reader C	6	52,74,100,122,172
Be A Better Reader I		41,55

Be A Better Reader II	8	40,54,69
Bold Journeys	5	33,54,87,88,94,106
Bright Peaks	6	3,4,10
Into New Worlds	6	79,80,85,89,104
Magic Word	4	44,47
Skylines	5	7-10,32,66,103
Study Skills 3	Int.	13,15

SYNONYMS AND ANTONYMS

Be A Better Reader I	7	112
Be A Better Reader II	8	112,111
Bold Journeys	5	71,72
Into New Worlds	6	23,79,89,104,116
Phonics We Use (Lyons & C.)	all levels	

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